

SCHOOL DISTRICT OF PHILADELPHIA

# Core Curriculum

Visual Arts K-12



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**TABLE OF CONTENTS****K-12****KINDERGARTEN**

|                                                           |       |
|-----------------------------------------------------------|-------|
| 9.1 Production, Performance and Exhibition of Visual Arts | 2-10  |
| 9.2 Historical and Cultural Contexts                      | 12-16 |
| 9.3 Critical Response                                     | 18    |
| 9.4 Aesthetic Response                                    | 20    |

**GRADE 1**

|                                                           |       |
|-----------------------------------------------------------|-------|
| 9.1 Production, Performance and Exhibition of Visual Arts | 24-32 |
| 9.2 Historical and Cultural Contexts                      | 34-38 |
| 9.3 Critical Response                                     | 40    |
| 9.4 Aesthetic Response                                    | 42    |

**GRADE 2**

|                                                           |       |
|-----------------------------------------------------------|-------|
| 9.1 Production, Performance and Exhibition of Visual Arts | 46-54 |
| 9.2 Historical and Cultural Contexts                      | 56-60 |
| 9.3 Critical Response                                     | 62    |
| 9.4 Aesthetic Response                                    | 64    |

**GRADE 3**

|                                                           |       |
|-----------------------------------------------------------|-------|
| 9.1 Production, Performance and Exhibition of Visual Arts | 68-76 |
| 9.2 Historical and Cultural Contexts                      | 78-82 |
| 9.3 Critical Response                                     | 84    |
| 9.4 Aesthetic Response                                    | 86    |

**GRADE 4**

|                                                           |         |
|-----------------------------------------------------------|---------|
| 9.1 Production, Performance and Exhibition of Visual Arts | 90-98   |
| 9.2 Historical and Cultural Contexts                      | 100-104 |
| 9.3 Critical Response                                     | 106     |
| 9.4 Aesthetic Response                                    | 108     |

**K-12****TABLE OF CONTENTS****GRADE 5**

|                                                           |         |
|-----------------------------------------------------------|---------|
| 9.1 Production, Performance and Exhibition of Visual Arts | 112-120 |
| 9.2 Historical and Cultural Contexts                      | 122-126 |
| 9.3 Critical Response                                     | 128     |
| 9.4 Aesthetic Response                                    | 130     |

**GRADE 6**

|                                                           |         |
|-----------------------------------------------------------|---------|
| 9.1 Production, Performance and Exhibition of Visual Arts | 134-142 |
| 9.2 Historical and Cultural Contexts                      | 144-148 |
| 9.3 Critical Response                                     | 150     |
| 9.4 Aesthetic Response                                    | 152     |

**GRADE 7**

|                                                           |         |
|-----------------------------------------------------------|---------|
| 9.1 Production, Performance and Exhibition of Visual Arts | 156-164 |
| 9.2 Historical and Cultural Contexts                      | 166-170 |
| 9.3 Critical Response                                     | 172     |
| 9.4 Aesthetic Response                                    | 174     |

**GRADE 8**

|                                                           |         |
|-----------------------------------------------------------|---------|
| 9.1 Production, Performance and Exhibition of Visual Arts | 178-186 |
| 9.2 Historical and Cultural Contexts                      | 188-192 |
| 9.3 Critical Response                                     | 194     |
| 9.4 Aesthetic Response                                    | 196     |

**GRADE 9**

|                                                           |         |
|-----------------------------------------------------------|---------|
| 9.1 Production, Performance and Exhibition of Visual Arts | 200-208 |
| 9.2 Historical and Cultural Contexts                      | 210-214 |
| 9.3 Critical Response                                     | 216     |
| 9.4 Aesthetic Response                                    | 218     |

**TABLE OF CONTENTS****K-12****GRADE 10**

|                                                           |         |
|-----------------------------------------------------------|---------|
| 9.1 Production, Performance and Exhibition of Visual Arts | 222-230 |
| 9.2 Historical and Cultural Contexts                      | 232-236 |
| 9.3 Critical Response                                     | 238     |
| 9.4 Aesthetic Response                                    | 240     |

**GRADE 11/12**

|                                                           |         |
|-----------------------------------------------------------|---------|
| 9.1 Production, Performance and Exhibition of Visual Arts | 244-252 |
| 9.2 Historical and Cultural Contexts                      | 254-258 |
| 9.3 Critical Response                                     | 260     |
| 9.4 Aesthetic Response                                    | 262     |

**Glossary****G1****Appendix****A1****Web****W1****Acknowledgments**

# School District of Philadelphia Comprehensive Literacy Framework



The Comprehensive Literacy Framework for High School English originates from local, state, and national sources. This instructional model contains three of the five indicators for success in reading as identified by the National Reading Panel. Instruction with guided and independent practice in fluency, vocabulary, and comprehension are at the center. They are essential elements of the high school English/Language Arts Curriculum. Reading comprehension and literary analysis are at the core of the curriculum. The curriculum provides a vast array of multicultural literary experiences that engage students in reading, writing, speaking, vocabulary learning, and investigating language. Phonics and phonemic awareness, the other two indicators, are integral for students with special needs. Radiating out from the core are the five critical experiences originally explained in the Pennsylvania Comprehensive Reading Plan authored by Dr. Morton Botel and Dr. Susan Lytle. The Comprehensive Literacy Framework for High School provides a global perspective of the key components for standards-driven instruction that will empower students to achieve at proficient and advanced levels. The outer circle represents the mission of the Secondary Education Movement: "Every graduate will be prepared for post-secondary education, including technical or vocational training, and will emerge as a productive citizen ready for meaningful participation in society."



**Core Curriculum**

**GRADE K: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>A. Know and use the elements and principles of each art form to create works in the arts and humanities.</b></p> <p><b>Elements:</b> color, form/shape, line, space, texture and value.</p> <p><b>Principles:</b> balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony.</p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade K students will be able to:</p> <p>■ Select and use subject matter, symbols, and ideas to communicate meaning.</p> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Identify and use primary and secondary colors, and black and white.</li> <li>• Identify basic elements such as color, line, shape and texture as they appear in works of art.</li> <li>• Identify basic principles such as balance, rhythm and repetition.</li> <li>• Identify and draw different kinds of lines (straight, curved, wide and narrow).</li> <li>• Close lines to create shapes.</li> <li>• Identify and draw basic geometric shapes.</li> <li>• Use scissors and glue with control.</li> <li>• Use a variety of media to make many kinds of art by oneself and with others.</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Using a limited palette of two primary colors with black and white, for example, blue and yellow with black and white, create paintings of rain forests/jungles.</li> <li>• Practice making different kinds of lines such as straight, zig zag/wavy, spiral, thick, thin, looping, jagged, etc. Make a drawing with markers or crayons using line only.</li> <li>• Point out light and dark colors in a painting. Demonstrate how to mix a light color (tint) by adding a small amount of color to white and dark by adding a small amount of black to the color (shade). Students practice making light blue and dark blue.</li> <li>• Look at and discuss examples of motifs from diverse cultures. Experiment with paint using varied tools, such as sticks, shells, sponges and strings to create African motifs. Construct a simple accordion book, cut and paste examples of painted motifs in the book. Label the motifs.</li> <li>• Create a 3-dimensional animal by folding, cutting and pasting construction paper. Use crayons, markers and paint to decorate.</li> <li>• After studying Northwest Native Americans, students construct totem poles using paper towel tubes covered with brown paper. Draw images of animals using black and red marker and white crayon on the roll. Cut wings, decorate and glue to totem pole.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>Use the following resources to develop instructional strategies:</p> <p><i>Children and Their Art</i>,<br/>Hurwitz &amp; Day</p> <p><i>Adventures in Art</i>,<br/>Laura Chapman</p> <p><i>Snail and Broadway</i>,<br/>Piet Mondrian</p> <p><i>Kids Create</i>,<br/>Laurie Carlson</p> <p><i>Emphasis Art</i>,<br/>Wachowiak and Clements</p> <p><b>Literacy Connections</b><br/>Create visual compositions in response to read-alouds of a variety of picture books, including:</p> <p><i>Alexander and the Terribly Horrible, No Good, Very Bad Day</i>,<br/>Judith Viorst</p> <p><i>Color, Color, Color</i>,<br/>Ruth Heller</p> <p><i>Lines</i>, Philip Yenawine</p> <p><i>Colors</i>, Philip Yenawine</p> <p><i>Colours</i>, Pienkowi</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Reading aloud, show picture books, color wheel chart</li> <li>• Activity centers with a variety of materials including different colored shapes and textures for collage, easel painting and plasticine.</li> <li>• Visual examples</li> <li>• Brainstorming, problem solving</li> <li>• Teacher demonstrations</li> <li>• Field trips</li> </ul> | <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Skills check list</li> <li>• Anecdotal notes</li> <li>• Rubric for assessing student art work may include the following criteria: level of skill, evidence of imagination/invention and evidence of experimentation</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> <li>• Exhibition</li> <li>• Student portfolios</li> <li>• Color match game</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Open-ended questions</li> <li>• Self exploration with art materials</li> <li>• Self-assessment/reflection</li> <li>• Include opportunities for more problem solving and creative thinking</li> <li>• Create handmade books</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> <li>• Label students' work as they describe it</li> <li>• Provide opportunities to speak</li> <li>• Use primary resources (photos, artifacts)</li> <li>• Practice listening and following directions</li> <li>• Use a series of pictures and have students describe them</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Diverse cooperative learning groups</li> <li>• Break down tasks into small manageable units</li> <li>• Give immediate feedback</li> <li>• Preview major concepts to help students relate them to familiar concepts</li> <li>• Review the directions before starting</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create visual compositions that utilize art elements, principles and expressive elements that are based on students' own experiences (for example, images of houses, cityscapes, mood paintings and family portraits).</li> <li>• Describe different architectural elements in the neighborhood (roofs, doors, windows).</li> </ul> |

**GRADE K: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade K students will be able to:</p> <ul style="list-style-type: none"> <li>■ Know differences among materials, techniques, and processes.</li> <li>■ Select and use materials, techniques, and processes to communicate ideas, experiences, and stories.</li> <li>■ Use art materials and tools in a safe and responsible manner.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <p>Explore and develop control and confidence using the media and techniques introduced in kindergarten and grade one</p> <p>Explore, develop control and confidence in using the following media: oil pastels, torn paper, styrofoam</p> <p>Know how to do the following techniques:</p> <ul style="list-style-type: none"> <li>• Cut basic shapes</li> <li>• Blend colors</li> <li>• Make crayon etchings and crayon batiks</li> <li>• Crayon resist</li> <li>• Make collages</li> <li>• Make prints (sponge, sandpaper, monoprint, splatter)</li> <li>• Combine media (watercolors, markers, crayon)</li> <li>• Make glue prints and styrofoam prints (etched and relief)</li> <li>• Cut forms from folded paper</li> <li>• Make paper sculptures,</li> <li>• Construct simple puppets (paper bag/stick)</li> <li>• Construct simple handmade books</li> <li>• Build pinch pots</li> <li>• Make simple clay figures by pulling the clay</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Make drawings that express ideas and feelings about people, places and things in one's neighborhood.</li> <li>• Create a collage by pasting precut red, yellow and blue paper squares after identifying basic lines, shapes and colors in paintings by Mondrian.</li> <li>• Construct a simple pinch pot and add textures by pressing with objects such as forks, combs, paper clips etc.</li> <li>• Construct simple puppets that illustrate characters from a story read aloud.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>Use the following resources to develop instructional strategies:</p> <p><i>Children and Their Art</i>, Hurwitz &amp; Day</p> <p><i>Adventures in Art</i>, Laura Chapman</p> <p><i>Snail and Broadway</i>, Piet Mondrian</p> <p><i>Kids Create</i>, Laurie Carlson</p> <p><i>Emphasis Art</i>, Wachowiak and Clements</p> <p><b>Literacy Connections</b><br/>Create visual compositions in response to read-alouds of a variety of picture books, including:</p> <p><i>Alexander and the Terribly Horrible, No Good, Very Bad Day</i>, Judith Viorst</p> <p><i>Color, Color, Color</i>, Ruth Heller</p> <p><i>Lines</i>, Philip Yenawine</p> <p><i>Colors</i>, Philip Yenawine</p> <p><i>Colours</i>, Pienkowski</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Reading aloud, show picture books, color wheel chart</li> <li>• Activity centers with a variety of materials including different colored shapes and textures for collage, easel painting and plasticine.</li> <li>• Visual examples</li> <li>• Brainstorming, problem solving</li> <li>• Teacher demonstrations</li> <li>• Field trips</li> </ul> | <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Skills check list</li> <li>• Anecdotal notes</li> <li>• Rubric for assessing student art work may include the following criteria: level of skill, evidence of imagination/invention and evidence of experimentation</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> <li>• Exhibition</li> <li>• Student portfolios</li> <li>• Color match game</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Include opportunities for more problem solving and creative thinking</li> <li>• Create handmade books</li> <li>• Open ended questions</li> <li>• Self-assessment/reflection</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Diverse cooperative learning groups</li> <li>• Label students' work as they describe it.</li> <li>• Provide ample opportunities to speak</li> <li>• Use primary resources (photos, artifacts)</li> <li>• Self exploration with materials</li> <li>• Practice listening and following directions</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Diverse cooperative learning groups</li> <li>• Break down tasks into small manageable units</li> <li>• Give immediate feedback</li> <li>• Preview major concepts to help students relate them to familiar concepts</li> <li>• Review the directions before starting</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create visual compositions that utilize art elements, principles and expressive elements that are based on students' own experiences (for example, images of houses, cityscapes, mood paintings and family portraits).</li> <li>• Class trips to the zoo, parks and local establishments.</li> </ul> |

## GRADE K: VISUAL ARTS

## PENNSYLVANIA STATE STANDARD:

## 9.1 Production, Performance and Exhibition of Visual Arts

| PA Standard Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | VISUAL ARTS INSTRUCTIONAL MODEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>C. Know and use fundamental vocabulary within each of the arts forms.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade K students will be able to:</p> <ul style="list-style-type: none"> <li>■ Use basic art vocabulary when describing visual works of art.</li> <li>■ Use basic vocabulary to orally describe the mood in a work of art or artifact.</li> <li>■ Orally describe and express an opinion about a work of art using basic art vocabulary.</li> <li>■ Identify and name primary and secondary colors.</li> <li>■ Know and be able to name different art forms: portrait, sculpture, landscape, seascape, sketch, and statue.</li> <li>■ Know the names of some art media (pencil, marker, tempera, clay watercolor, collage) and processes (paint, print, weave, model); be able to recognize and describe them.</li> </ul> | <p><b>VOCABULARY WORDS</b></p> <p>The following list is open-ended and may be added to as necessary:</p> <p>Line, color, shape/form, texture, space, rhythm, balance, repetition, cool, warm, primary, secondary, light, dark, two-dimension, three-dimension, paint, draw, sculpt, craft, collage, design, sketch, watercolor, marker, crayon, tempera, chalk, textile, styrofoam, weave, burlap, scenery, architecture, mural, portrait, self-portrait, landscape, seascape, cityscape, statue, sculpture, bust, print, gargoyle, clay, geometric</p> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Identify the basic shapes, lines and colors in paintings by Mondrian.</li> <li>• Look at <i>“The City”</i> by Ferdinand Leger. Identify basic geometric shapes, colors and lines in the painting. Draw one’s own interpretation of the city. Identify geometric shapes, colors and lines in one’s own work.</li> <li>• Create a mini kite using 3” x 4” white paper folded lengthwise, cutting on the fold to make a kite shape. Students draw representations of themselves on the kite.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><i>Children and Their Art</i>,<br/>Hurvitz &amp; Day</p> <p><i>Adventures in Art</i>,<br/>Laura Chapman</p> <p><i>Emphasis Art</i>,<br/>Wachowiak and Chapman</p> <p><b>Literacy Connections</b><br/> <i>Tye May and the Magic Brush</i>,<br/>Molly Barrett<br/> <i>Roses are Red -Are Violets Blue?</i>,<br/>Alice and Martin Provensen<br/> <i>Alexander and the Terrible,<br/>Horrible, Very Bad Day</i>,<br/>Judith Viorak<br/> <i>How a Book Is Made</i>, Alike<br/> <i>The Color Wizard</i></p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Reading aloud, show pictures</li> <li>• Reproductions/slides/videos</li> <li>• Visual samples</li> <li>• Field Trips</li> <li>• Brain storming/problem solving</li> </ul> | <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Checklists</li> <li>• Interviews</li> <li>• Verbal identification and description of elements of art</li> <li>• Use of art vocabulary in description of works of art</li> <li>• Oral reading of accordion books</li> <li>• Portfolios</li> <li>• Rubric for assessing student art work may include the following criteria: level of skill, evidence of imagination/invention and evidence of experimentation</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> <li>• Exhibition</li> <li>• Anecdotal notes</li> <li>• Teacher logs</li> <li>• Exhibitions</li> <li>• Audio tapes, video tapes</li> <li>• Reading aloud, show pictures</li> <li>• Reproductions/slides/videos</li> <li>• Positive statements, round robin fashion</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Open ended questions</li> <li>• Self-assessment/reflection</li> <li>• Self exploration with art materials</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Diverse cooperative learning groups</li> <li>• Label students' work as they describe it</li> <li>• Provide ample opportunities to speak</li> <li>• Use primary resources (photos, artifacts)</li> <li>• Explore multiple perspectives</li> <li>• Practice listening and following directions</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Diverse cooperative learning groups</li> <li>• Break down tasks into small manageable units</li> <li>• Give immediate feedback</li> <li>• Preview major concepts to help students relate them to familiar concepts</li> <li>• Review the directions before starting</li> <li>• Vary the mode of presentation</li> </ul> |

## GRADE K: VISUAL ARTS

## PENNSYLVANIA STATE STANDARD:

## 9.1 Production, Performance and Exhibition of Visual Arts

| PA Standard Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | VISUAL ARTS INSTRUCTIONAL MODEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p>D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work.</p> <p>E. Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works of art.</p> <p>F. Identify works of others through a performance or exhibition.</p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade K students will be able to:</p> <ul style="list-style-type: none"> <li>■ Select and use subject matter, symbols, and ideas to communicate meaning.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Use original ideas in one's own art work</li> <li>• Identify and describe traditional food, customs and forms of dress in common to one's cultural heritage</li> <li>• Identify special holidays, festivals, celebrations and ceremonies of specific cultures that center around themes, seasonal celebrations and ceremonies such as harvest day, May Day, springfests, etc.</li> <li>• Identify and describe, using basic art vocabulary, dominant images and symbols in works of art and artifacts, such as animals, birds, people, places, things, nature, city life, weather, seasons, faces/portraits</li> <li>• Know that artists use a variety of materials to make art (drawing, painting, ceramics, mixed media, functional objects, cake decorating, carving)</li> <li>• Know that artists get their ideas in many ways (nature, other visual art, art forms such as poetry, fiction, imagination, history, emotions, current events)</li> <li>• Recognize signs and symbols associated within one's own and other cultures celebrations</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Show Henri Rousseau's, <i>"Carnival Evening"</i> and Van Gogh's, <i>"Night Cafe"</i>. Describe the mood/ feeling in each of the paintings. Explain your opinion.</li> <li>• Look at illustrations in the books of Eric Carle such as <i>"The Very Hungry Caterpillar"</i>, and <i>"The Very Busy Spider"</i>. Create a collage of an animal using cut construction paper. Add detail with crayon. Know that artists make many different kinds of art (drawing, painting, ceramics, mixed media, functional objects, cake decorating).</li> <li>• Display a variety of art works descriptive of different styles such as abstract, realistic, expressionist, impressionist. Make paper symbols representing time (clock-which work took the longest to make), money (cost the most), heart (which one I like best), best in show (blue ribbon), house (which one I would buy for my house). Ask students to place the symbols by art work according to their opinions.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>Literacy Connections</b><br/> <i>Tye May and the Magic Brush</i>, Molly Barrett<br/> <i>Roses are Red - Are Violets Blue?</i>, Alice and Martin Provensen<br/> <i>Alexander and the Terrible, Horrible, Very Bad Day</i>, Judith Viorak<br/> <i>How a Book Is Made</i>, Alike<br/> <i>The Color Wizard</i></p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Reading aloud, show pictures</li> <li>• Reproductions/slides/videos</li> <li>• Visual samples</li> <li>• Field trips</li> <li>• Brain storming/problem solving</li> <li>• Class discussions</li> <li>• Teacher demonstrations</li> </ul> | <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher/student interviews on verbal identification and description of mood</li> <li>• Checklists including identification of primary and secondary colors, shapes, lines and textures</li> <li>• Portfolios</li> <li>• Rubric for assessing student art work may include the following criteria: level of skill, evidence of imagination/invention and evidence of experimentation</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> <li>• Anecdotal notes</li> <li>• Teacher logs</li> <li>• Exhibitions</li> <li>• Audio tapes, video tapes</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Open ended questions</li> <li>• Self-assessment/reflection</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Diverse cooperative learning groups</li> <li>• Label students' work as they describe it</li> <li>• Provide ample opportunities to speak</li> <li>• Use primary resources (photos, artifacts)</li> <li>• Explore multiple perspectives</li> <li>• Practice listening and following directions</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Diverse cooperative learning groups</li> <li>• Break down tasks into small manageable units</li> <li>• Give immediate feedback</li> <li>• Preview major concepts to help students relate them to familiar concepts</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create visual compositions that utilize art elements, principles and expressive elements that are based on students' own experiences (for example, images of houses, cityscapes, mood paintings and family portraits).</li> <li>• Describe shapes, lines and colors in architectural elements in the neighborhood (e.g. doors, windows, roofs, etc.).</li> </ul> |

## GRADE K: VISUAL ARTS

## PENNSYLVANIA STATE STANDARD:

## 9.1 Production, Performance and Exhibition of Visual Arts

| PA Standard Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | VISUAL ARTS INSTRUCTIONAL MODEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>G. Recognize the function of rehearsals and practice sessions.</p> <p>H. Handle materials, equipment and tools safely at work and performance spaces.</p> <p>I. Identify arts events that take place in schools and communities.</p> <p>J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or works of others.</p> <p>K. Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.</p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade K students will be able to:</p> <ul style="list-style-type: none"> <li>■ Know that certain arts techniques and processes require practice and repetition for mastery.</li> <li>■ Use art materials and tools in a safe and responsible manner.</li> <li>■ Know about arts events taking place in the neighborhood.</li> <li>■ Develop, use, and retain a basic art vocabulary.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Identify materials used</li> <li>• Know differences among materials</li> <li>• Handle art materials/supplies safely</li> <li>• Understand the importance of order and cleanliness in the art room</li> <li>• Recognize some mechanical/electrical equipment</li> <li>• Know and use traditional technologies in the creation of works of art, e.g. pencil, crayons, markers, paint, clay</li> <li>• Know and use contemporary technologies, e.g., CD's., software, cameras, computers</li> <li>• Develop basic understanding of computer paint programs (KidPix)</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Find examples of art in the classroom such as textile designs on clothing, jewelry, pottery, etc. Ask students to describe the art they find in their homes.</li> <li>• Make a drawing or painting of their family celebrating a favorite time together.</li> <li>• Take a neighborhood walk and talk about the art found in the community.</li> <li>• Engage students in looking at pictures that depict children from different cultures and settings by asking questions about what details they notice, what questions the pictures make them ask. Recommended works: <i>"The Bath"</i> by Mary Cassatt, <i>"Mother's Helper"</i> by Diego Rivera, <i>"The Banjo Lesson"</i> by Henry O. Tanner, and <i>"The Family"</i> by Henry Moore.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p>Use the following resources to develop instructional strategies:</p> <p><i>Children and Their Art</i>, Hurwitz &amp; Day</p> <p><i>Adventures in Art</i>, Laura Chapman</p> <p><i>Kids Create</i>, Laurie Carlson</p> <p><i>Emphasis Art</i>, Wachowiak and Clements</p> <p><b>Literacy Connections</b></p> <p><i>A Snowy Day</i>, Ezra Jack Keats</p> <p><i>One Fish Two Fish</i>, Lois Ehlert</p> <p><i>Tye May and the Magic Brush</i>, Molly Garrett</p> <p><i>Mr. Tamerin's Trees</i>, Kathryn Ernst</p> <p><i>The Legend of the Indian Paintbrush</i>, Tomie de Paola</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Reading aloud, show picture books, color wheel chart</li> <li>• Visual examples</li> <li>• Brainstorming, problem solving</li> <li>• Teacher demonstrations</li> <li>• Field trips</li> </ul> | <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Skills check list</li> <li>• Anecdotal notes</li> <li>• Rubric for assessing student art work may include the following criteria: level of skill, evidence of imagination/invention and evidence of experimentation</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> <li>• Exhibition</li> <li>• Student portfolios</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Include opportunities for more problem solving and creative thinking</li> <li>• Open ended questions</li> <li>• Self-assessment/reflection</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Diverse cooperative learning groups</li> <li>• Label students' work as they describe it</li> <li>• Provide ample opportunities to speak</li> <li>• Use primary resources (photos, artifacts)</li> <li>• Explore multiple perspectives</li> <li>• Practice listening and following directions</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Diverse cooperative learning groups</li> <li>• Break down tasks into small manageable units</li> <li>• Give immediate feedback</li> <li>• Preview major concepts to help students relate them to familiar concepts</li> <li>• Review the directions before starting</li> <li>• Vary the mode of presentation</li> </ul> |

**GRADE K: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>A. Explain the historical, cultural and social context of an individual work in the arts.</b></p> <p><b>B. Relate works in the arts chronologically to historical events, e.g., 10,000B.C.E. to the present.</b></p> <p><b>C. Relate works in the arts to varying styles and genre and to the periods in which they were created.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade K students will be able to:</p> <ul style="list-style-type: none"> <li>■ Identify works of art as belonging to particular cultures, times, and places.</li> <li>■ Create art based on historical and cultural ideas.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Understand that art has been created in all cultures.</li> <li>• Understand that art looks different because of the time period in which it was created and the culture in which it was created.</li> <li>• Identify works of art as belonging to particular cultures.</li> <li>• Identify ways in which the works of art are different or similar in function.</li> <li>• Recognize in broad terms the cultural origins of art and artifacts from diverse cultures and historical periods.</li> <li>• Identify dominant images, symbols and ideas in works of art and artifacts.</li> <li>• Recognize art forms such as portrait, sculpture, landscape, seascape, sketch, mural, print.</li> <li>• Differentiate between realistic and abstract representation in works of art and artifacts.</li> <li>• Discuss various jobs artists do.</li> <li>• Identify public art (buildings, road signs, billboards, sculpture, murals) in the school and neighborhood.</li> <li>• Locate art in the home, school and neighborhood.</li> <li>• Understand what makes a portrait.</li> <li>• Identify different architecture and architectural elements in the neighborhood.</li> </ul> <p><b>SAMPLE LESSONS</b></p> <p>Create drawings on open ended topics such as “I am helping....” “When I grow up I want to be...” “My friends and I like to...” Display the drawings around the room and ask students to say how they feel about their work and that of their peers.</p> |

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>Use the following resources to develop instructional strategies:</p> <p><i>Homemade Houses: Traditional Homes</i>, John Nicholson</p> <p><i>Kid's Multicultural Art Book</i>, Terzian</p> <p><i>Native American Ars and Cultures</i>, Anne D' Alleva</p> <p><i>Emphasis Art</i>, Wachowiak and Clements</p> <p><i>Material World, A Global Family</i>, Portrait, Peter Manzel</p> <p><b>Literacy Connections</b></p> <p><i>Little Blue and Little Yellow</i>, Leo Lionni</p> <p><i>The Painter</i>, Peter Catalanotto</p> <p><i>What it Feels like to Be a Building</i>, Forrest Wilson</p> <p><i>All I Am</i>, Roe</p> <p><i>Africa Brothers and Sisters</i>, Kroll</p> <p><i>My Clothes</i>, Patterson</p> <p><i>In A Circle Long Ago: A Treasury of Native American Lore From North America</i>, Nancy Van Laan</p> <p><i>House and Homes</i>, Ann Morris</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Lists of jobs artist do</li> <li>• Reproductions/slides/videos</li> <li>• Read aloud, show picture books</li> <li>• Visual examples</li> <li>• Brainstorming, problem solving</li> <li>• Teacher demonstrations</li> <li>• Field trips</li> </ul> | <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher interviews</li> <li>• Checklists</li> <li>• Anecdotal notes</li> <li>• Rubric</li> <li>• Exhibition</li> <li>• Portfolios – include a comparison matrix of domiciles across cultures and historical periods</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Include opportunities for more problem solving and creative thinking</li> <li>• Open ended questions</li> <li>• Self-assessment/reflection</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Diverse cooperative learning groups</li> <li>• Label students' work as they describe it</li> <li>• Provide ample opportunities to speak</li> <li>• Use primary resources (photos, artifacts)</li> <li>• Explore multiple perspectives.</li> <li>• Practice listening and following directions</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Diverse cooperative learning groups</li> <li>• Break down tasks into small manageable units</li> <li>• Give immediate feedback</li> <li>• Preview major concepts to help students relate them to familiar concepts</li> <li>• Review the directions before starting</li> <li>• Vary the mode of presentation</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Take a neighborhood walk and make a list of artwork in the community (billboards, window displays, urban art sculptures, murals, clothing styles, automobiles, architecture). Make a simple map. Connect drawings of the artworks to their location on the map.</li> <li>• Think of a building that you pass on the way to school. On mural paper, paint a street. Each student paints their own building on the street to create a large mural of a city scene. Apply color with crayons/oil pastels for background and details.</li> </ul> |

**GRADE K: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Context**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>D. Analyze a work of art from its historical and cultural perspective.</b></p> <p><b>E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.</b></p> <p><b>F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.</b></p> <p><b>G. Relate works of art to geographic regions: Africa, Asia, Australia, Europe, Central America, North America, South America.</b></p> <p><b>H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theater, and visual arts.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade K students will be able to:</p> <ul style="list-style-type: none"> <li>■ Identify works of art as belonging to particular cultures, times, and places.</li> <li>■ Understand their own identities and cultures through the visual arts.</li> <li>■ Create art based on historical and cultural ideas.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Know what art is (creating things, showing beauty through visual images) and where it can be found (everyday objects, formal art, advertising, decorative elements, buildings).</li> <li>• Understand that there are various purposes for creating works of visual art.</li> <li>• Know that art is made all over the world and that art is produced by people of all cultures.</li> <li>• Understand how people of diverse cultures celebrate events by studying paintings, prints, drawings, etc.</li> <li>• Develop a basic architectural vocabulary.</li> <li>• Identify and describe different kinds of buildings in the neighborhood.</li> <li>• Discuss the various types of jobs that artists do.</li> <li>• Read stories about the lives of famous artists.</li> <li>• Identify and describe traditional food, customs and forms of dress in relation to one's cultural heritage.</li> <li>• Understand the special holidays, festivals, celebrations and ceremonies of specific cultures that center around religious themes, births, deaths and seasonal celebrations such as fruits of the harvest celebrations, May Day, springfests.</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• After viewing and discussing animals in art works and artifacts from diverse cultures, students will make paintings that reflect their own ideas of animals and the animals' environments</li> <li>• Look at examples of clothing and accessories from diverse cultures (kimono, suit, dress, robe, sarong, caftan). Connect to "specific" cultures</li> <li>• A unit of study that focuses on where people live (shelter) across cultures and historical periods (e.g. collages, models, paintings, photographs)</li> <li>• Display photo of totem poles and written sentences describing their animal</li> <li>• Comparison matrix of domiciles across cultures</li> <li>• Look at and discuss examples of motifs from diverse cultures. Experiment with paint using varied tools, such as sticks, shells, sponges, and strings to create African motifs. Construct a simple accordion book, cut and paste examples of painted motifs in the book. Label the motifs.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Context****CONTENT RESOURCES**

Use the following resources to develop instructional strategies:

**Emphasis Art,**

Wachowiak and Clements

**More Children's Art and Crafts,**

Australian Women's Weekly

**Creativities-Art Activities Across**

**the Elementary Curriculum,**

Szeglin and Holtje

**Art Connections - Integrating Art**

**Throughout the Curriculum,**

**Adventures in Art,** Laura Chapman

### **Literacy Connections**

**In A Circle Long Ago: A Treasury of Native Lore from North America,** Nancy Van Laan

**House and Homes,** Ann Morris

**Sweet Clara and the Freedom Quilt,** Deborah Hopkinson

**Keeping Quilt,** Patricia Pollaco

**In a Red House,** Tafuri

**Little Blue and Little Red,** Leo Lionni

**The Painter,** Peter Catalanotto

**What It Feels Like To Be A Building,** Forrest Wilson

**All I Am,** Roe

**Africa Brothers and Sisters,** Kroll

**My Clothes,** Patterson

**Best Friends,** Cohen

**Building a House,** Barton

### **Instructional Strategies**

- Show photographs, magazines, picture books
- Reading aloud
- Reproductions/slides/videos
- Visual samples
- Field trips
- Brainstorming, problem solving
- Class discussions
- Teacher demonstrations

**ASSESSMENT ALIGNMENT**

### **Classroom-based Assessments**

- Teacher/student interviews
- Checklists
- Portfolios – best work
- Student portfolios should include:
  - Dictated positive statements about their classmates' art work
  - Class display
- Verbal descriptions
- Rubric for assessing student art work may include the following criteria: level of skill, evidence of imagination/invention and evidence of experimentation
- Create rubrics that address the PA Standard Statements for grade level
- Anecdotal records
- Teacher logs
- Exhibitions
- Audiotapes, videotapes
- Use of art vocabulary in their discussions
- Positive statements
- Student talk about their art work using the W's (who, what, when, where, why and how)

### **For Students at the Advanced Level**

- Include opportunities for more problem solving and creative thinking
- Open ended questions
- Self-assessment/reflection

**EXTENDED LEARNING OPPORTUNITIES**

### **English Language Learners**

- Provide visual examples.
- Interpret pictures and describe them in their own words or languages
- Group activities
- Cooperative learning
- Read and utilize signs and symbols to communicate how they see a work of art

### **Students with Disabilities**

- Provide specialized equipment needed for student to complete task.
- Provide seating to accommodate the student, particularly visually or hearing impaired students, etc.
- Provide visual examples and hands on demonstrations.
- Step by step instruction
- Cooperative learning
- Working in pairs
- Have optional activities that accommodate the disability

### **Home and Community Connections**

Find art and architecture in the community whose style is not western. Describe different architecture and architectural elements in the neighborhood (for example roofs, doors, buildings, and windows). Have the students make images about their neighborhood. Compare the different styles.

## GRADE K: VISUAL ARTS

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Context**

| PA Standard Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | VISUAL ARTS INSTRUCTIONAL MODEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>I. Identify, explain, and analyze philosophical beliefs as they relate to works in the arts.</p> <p>J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.</p> <p>K. Identify, explain and analyze traditions as they relate to works in the arts.</p> <p>L. Identify, explain and analyze common themes, forms and techniques from works in the arts.</p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade K students will be able to:</p> <ul style="list-style-type: none"> <li>■ Identify the historical, cultural and social context of an individual work in the arts.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Identify and explore their identity and culture through the visual arts.</li> <li>• Recognize, share, and compare family traditions through the visual arts.</li> <li>• Identify the art and artists in the neighborhood.</li> <li>• Identify the art, artists, and cultural institutions in the larger community.</li> <li>• Identify and describe traditional foods, customs and forms of dress in their family.</li> <li>• Make works of art which reflect their understanding of their own lives, families, homes and neighborhoods.</li> <li>• Discuss the work of artists who live or work in the neighborhood.</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Find examples of art in the classroom such as textile designs on clothing, jewelry, pottery, etc. Ask students to describe the art they find in their homes.</li> <li>• Make a drawing or painting of their family celebrating a favorite time together.</li> <li>• Take a neighborhood walk and talk about the art found in the community.</li> <li>• Engage students in looking at pictures that depict children from different cultures and settings by asking questions about what details they notice, what questions the pictures make them ask. Recommended works: <i>“The Bath”</i> by Mary Cassatt, <i>“Mother's Helper”</i> by Diego Rivera, <i>“The Banjo Lesson”</i> by Henry O. Tanner, and <i>“The Family”</i> by Henry Moore.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Context**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p>Use the following resources to develop instructional strategies</p> <p><b>Emphasis Art,</b><br/>Wachowiak and Clements<br/><b>Adventures in Art,</b> Laura Chapman<br/><b>Tell Me About Your Art Picture,</b> Janet Carson</p> <p><b>Literacy Connections</b><br/><b>The Painter and the Wild Swans,</b> Claude Clement<br/><b>Mr. Tamerin's Trees,</b> Kathryn Ernst<br/><b>Look Closer,</b> Peter Ziebel<br/><b>Count and See,</b> Hoban<br/><b>Little Blue and Little Yellow,</b> Leo Lionni<br/><b>The Art Teacher,</b> Tomie di Paolo<br/><b>No Good in Art,</b> Hoban Cohen</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Show photographs, magazines, picture books</li> <li>• Reading aloud</li> <li>• Reproductions/slides/videos</li> <li>• Visual samples</li> <li>• Field trips</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions</li> <li>• Teacher demonstrations</li> </ul> | <p><b>Classroom-based Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Portfolios-best work</li> <li>• Verbal descriptions</li> <li>• Rubric for assessing student art work may include the following criteria: level of skill, evidence of imagination/invention and evidence of experimentation</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> <li>• Teacher logs</li> <li>• Exhibitions</li> <li>• Audiotapes, videotapes</li> <li>• Use of art vocabulary in their discussions</li> <li>• Positive statements</li> <li>• Student talk about their art work using the W's (who, what, when, where, why and how)</li> <li>• Read aloud, show picture books</li> <li>• Reproductions, slides, videos, visual samples</li> <li>• Field trips</li> <li>• Teacher demonstrations</li> <li>• Class discussions</li> </ul> <p><b>For Students at the Advanced Level</b><br/>Design images about two friends who are different (ethnic backgrounds, different neighborhoods, etc).</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples</li> <li>• Interpret pictures and describe them in their own words or languages</li> <li>• Group activities</li> <li>• Cooperative learning</li> <li>• Read and utilize signs and symbols to communicate how they see a work of art</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide specialized equipment needed for student to complete task</li> <li>• Provided seating to accommodate the student, particularly visually or hearing impaired students, etc.</li> <li>• Provide visual examples and hands on demonstrations</li> <li>• Step by step instruction</li> <li>• Cooperative learning</li> <li>• Working in pairs</li> <li>• Have optional activities that accommodate the disability</li> </ul> |

**GRADE K: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.3. Critical Response****PA Standard Statements**

**A. 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.**

**B. Know that works in the arts can be described by using the arts elements principles and concepts.**

**C. Know classification skills with materials and processes used to create works in the arts.**

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

**E. Recognize and identify types of critical analysis in the arts and humanities: Contextual criticism, Formal criticism, Intuitive criticism.**

**F. Know how to recognize and identify similar and different characteristics among works in the arts.**

**G. Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities.**

**Performance Content Descriptors**

By the end of grade K students will be able to:

■ Express an opinion about the artwork and support their position utilizing art vocabulary.

■ Know that works in the arts can be described by using the elements and principles of art.

**VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS****INSTRUCTIONAL MODEL**

- Understand that there are various purposes for creating works of visual art and be able to identify some of these purposes.
- Understand and reflect on different responses to the same work of art. Look at and discuss a variety of works of art and artifacts that exemplify art makers from diverse cultures and historical periods.
- Look at and discuss a variety of works of art and artifacts that exemplify art makers from diverse cultures and historical periods.
- Understand that students can have similar and different descriptions of the same work of art.
- Understand and value one's own artwork and that of one's peers and others through participation in classroom, school, and citywide competitions.
- Recognize that reflection is important for understanding and improving their own artwork.
- Develop and use an art vocabulary to express what they see and how it makes them feel.
- Respect, appreciate and value the responses and opinions of others.

**SAMPLE LESSONS**

- Discuss the variety of art forms used in everyday life including industrial design (furniture, automobiles), fashion design (clothing, accessories), graphic design (picture books, advertisements) and how they are similar and different.
- Look silently at one work of art or artifact for one minute. Remove art from view. Discuss what was seen, respecting each other's opinions and ideas. Look at the work again. Discuss the second perceptions.
- Display student work. Ask each student to make a positive statement about a specific artwork.
- Display student work and discuss what students could do to improve their work.
- Display student work and compare the works. Discuss color, shape, form, and other elements.
- Show a variety of art works and have students identify the art elements.
- Visit museums and look at specific works of art. Then use reproductions of the same work and have students explain their impressions. Discuss scale, appearance, and color differences.

## PENNSYLVANIA STATE STANDARD:

**9.3. Critical Response**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>Use the following resources to develop instructional strategies</p> <p><i>Tell Me About Your Art Picture</i>, Janet Carson</p> <p><i>Emphasis Art</i>, Wackowiak and Clements</p> <p><b>Literacy Connections</b><br/>Grade/age-appropriate literature:<br/><i>Little Blue and Little Yellow</i>, Leo Lionni<br/><i>The Art Teacher</i>, Tomie di Paolo<br/><i>No Good in Art</i>, Hoban Cohen</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Show photographs, magazines, picture books</li> <li>• Reading aloud</li> <li>• Reproductions/slides/videos</li> <li>• Visual samples</li> <li>• Field trips</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions</li> <li>• Teacher demonstrations</li> </ul> | <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Portfolios</li> <li>• Student portfolios should include:             <ul style="list-style-type: none"> <li>• Dictated positive statements about their classmates art work</li> <li>• Class display</li> </ul> </li> <li>• Verbal descriptions</li> <li>• Rubric for assessing student art work may include the following criteria: level of skill, evidence of imagination/invention and evidence of experimentation</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> <li>• Teacher logs</li> <li>• Exhibitions</li> <li>• Audiotapes, videotapes</li> <li>• Use of art vocabulary in their discussions</li> <li>• Positive statements</li> <li>• Student talk about their art work using the W's (who, what, when, where, why and how)</li> </ul> <p><b>For Students at the Advanced Level</b><br/>For advanced kindergarten students, provide two examples of artwork to compare and contrast. Have the student write simple sentences or words describing the work and what makes each different and the same, what they see, and what they like.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples</li> <li>• Interpret pictures and describe them in their own words or languages</li> <li>• Group activities</li> <li>• Cooperative learning</li> <li>• Read and utilize signs and symbols to communicate how they see a work of art</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide specialized equipment needed for student to complete task.</li> <li>• Provide seating to accommodate the student, particularly visually or hearing impaired students, etc.</li> <li>• Provide visual examples and hands of demonstrations</li> <li>• Step by step instruction</li> <li>• Cooperative learning</li> <li>• Working in pairs</li> <li>• Have optional activities that accommodate the disability</li> </ul> <p><b>Home and Community Connections</b><br/>Describe different architecture and architectural elements in the neighborhood (for example roofs, doors, buildings, and windows). Have the students make images about their neighborhood. Compare the different styles.</p> |

## GRADE K: VISUAL ARTS

PENNSYLVANIA STATE STANDARD:

**9.4 Aesthetic Response****PA Standard Statements**

- A. Know how to respond to a philosophical statement about works of arts and humanities.**
- B. Know how to communicate an informed individual opinion about the meaning of works in the arts.**
- C. Recognize that the environment of the observer influences individual aesthetic responses to works in the arts.**
- D. Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities.**

**Performance Content Descriptors**

By the end of grade K students will be able to:

- Know how to respond to a philosophical statement about works in the arts and humanities.
- Know how to communicate an informed opinion about the meaning of works in the arts.

**VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS****INSTRUCTIONAL MODEL**

- Identify works of art as belonging to particular cultures, times, and places.
- Create art based on historical and cultural ideas.
- Understand that art looks different because of the time period it was made in, the culture that produced it and/or the different reasons the artist had for creating it.
- Identify ways in which the works they see differ from one another in both look and function.
- Understand that their art is the result of their own personality and cultural context and that by producing art which relates to the art of other cultures and times, they are, in a sense, participating in those cultures and times.
- Examine examples of visual art from diverse cultures and discuss their distinctive characteristics.

**SAMPLE LESSONS**

- Make a drawing or painting of their family celebrating a favorite time together. Allow the students to share why they choose to paint their particular image.
- Take a neighborhood walk and talk about the art found in the community. Discuss why art in the neighborhood looks the way it does.
- Engage students in looking at pictures that depict children from different cultures and settings by asking questions about what details they notice, what questions the pictures make them ask. Recommended works: *"The Bath"* by Mary Cassatt, *"Mother's Helper"* by Diego Rivera, *"The Banjo Lesson"* by Henry O. Tanner, and *"The Family"* by Henry Moore.
- Compare and contrast traditional Navajo and ancient Greek pottery. Using clay, create a simple pinch pot choosing design elements from either culture. Students discuss their choices in their work.
- After viewing and discussing animals in art works and artifacts from diverse cultures, students will make paintings that reflect their own ideas of animals and the animals' environments.
- Look at examples of clothing and accessories from diverse cultures (kimono, suit, dress, robe, sarong, caftan). Connect to "specific" cultures.
- A unit of study that focuses on where people live (shelter) across cultures and historical periods (e.g. collages, models, paintings, photographs). Discuss the variety of art forms used in everyday life including industrial design (furniture, automobiles), fashion design (clothing, accessories), graphic design (picture books, advertisements).
- Look silently at one work of art or artifact for one minute. Remove art from view. Discuss what was seen, respecting each other's opinions. Look at the work again. Discuss the second time perceptions.
- Display student work. Ask each student to make a positive statement about a specific artwork.

## PENNSYLVANIA STATE STANDARD:

**9.4 Aesthetic Response**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>Literacy Connections</b><br/>Create visual compositions in response to read-alouds of a variety of picture books, including:<br/><i>Grandpa's House</i>, Modern Curriculum Press<br/><i>Brothers and Sisters</i>, Modern Curriculum Press<br/><i>Me Too</i>, Mercer Mayer<br/><i>When Will We be Sisters</i>, Scholastic<br/><i>The Jacket I Wear in the Snow</i>, Nietzel<br/><i>A House is a House For Me</i>, Hoberman<br/><i>Family</i>, Oxenburgh</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Read aloud, show picture books</li> <li>• Reproductions/slides/videos, visual samples</li> <li>• Field trips</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions</li> <li>• Teacher demonstrations</li> </ul> | <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Student responses and class discussions</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Portfolios-best work</li> <li>• Rubric for assessing student art work may include the following criteria: level of skill, evidence of imagination/invention and evidence of experimentation</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> <li>• Anecdotal records</li> <li>• Teacher logs</li> <li>• Exhibitions</li> <li>• Audiotapes, videotapes</li> <li>• Student writing</li> </ul> <p><b>For Students at the Advanced Level</b><br/>For advanced kindergarten students, provide two examples of artwork to compare and contrast from varying cultures but similar subjects. Have the student write simple sentences or words describing the work and what makes each different and the same, what they see, and what they like. Discuss with the child why they are different or the same.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples</li> <li>• Interpret pictures and describe them in their own words or languages</li> <li>• Group activities</li> <li>• Cooperative learning</li> <li>• Read and utilize signs and symbols to communicate how they see a work of art</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide specialized equipment needed for student to complete task</li> <li>• Provided seating to accommodate the student, particularly visually or hearing impaired students, etc.</li> <li>• Provide visual examples and hands on demonstrations</li> <li>• Step by step instruction</li> <li>• Cooperative learning</li> <li>• Working in pairs</li> <li>• Have optional activities that accommodate the disability</li> </ul> <p><b>Home and Community Connections</b><br/>Describe different architecture and architectural elements in the neighborhood (for example roofs, doors, buildings, and windows). Have the students make images about their neighborhood. Compare the different styles.</p> |



**Core Curriculum**

**GRADE 1: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>A. Know and use the elements and principles of each art form to create works in the arts and humanities.</b></p> <p><b>Elements:</b> color, form/shape, line, space, texture and value.</p> <p><b>Principles:</b> balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony.</p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 1 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Identify the elements, principles, and expressive features in works of art.</li> <li>■ Solve visual arts problems by applying elements, principles, and expressive features of art.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Identify and use primary and secondary colors, and black and white.</li> <li>• Identify art elements such as color, line, shape and texture as they appear in works of art.</li> <li>• Identify art principles such as balance, rhythm and repetition</li> <li>• Identify and draw different kinds of lines (straight, curved, wide and narrow)</li> <li>• Close lines to create shapes</li> <li>• Identify and draw basic geometric shapes</li> <li>• Use a variety of media to make many kinds of art by oneself and with others</li> <li>• Use scissors and glue with control to create shapes and three dimensional form.</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Using a limited palette of two primary colors with black and white, for example, blue and yellow with black and white, create paintings of rain forests/jungles.</li> <li>• Practice making different kinds of lines such as straight, zig zag/wavy, spiral, thick, thin, looping, jagged, etc. Make a drawing with markers or crayons using line only.</li> <li>• Point out light and dark colors in a painting. Demonstrate how to mix a light color (tint) by adding a small amount of color to white and dark by adding a small amount of black to the color (shade). Students practice making light blue and dark blue.</li> <li>• Look at and discuss examples of motifs from diverse cultures. Experiment with paint using varied tools, such as sticks, shells, sponges and strings to create African motifs. Construct a simple accordion book, cut and paste examples of painted motifs in the book. Label the motifs.</li> <li>• Create a 3-dimensional animal by folding, cutting and pasting construction paper. Use crayons, markers and paint to decorate.</li> <li>• After studying Northwest Native Americans, students construct totem poles using paper towel tubes covered with brown paper. Draw images of animals using black and red marker and white crayon on the roll. Cut wings, decorate and glue to totem pole.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>Use the following resources to develop instructional strategies:</p> <p><i>Children and Their Art</i>,<br/>Hurwitz &amp; Day</p> <p><i>Adventures in Art</i>,<br/>Laura Chapman</p> <p><i>Emphasis Art</i>,<br/>Wachowiak and Clements</p> <p><i>Art</i>, Rebecca Brooks</p> <p><i>Art Everywhere</i><br/>Chanda and Marstaller</p> <p><b>Literacy Connections</b></p> <p><i>Tye May and the Magic Brush</i><br/>Molly Barrett</p> <p><i>Roses are Red – Are Violets Blue?</i>, Alice and Martin Provensen</p> <p><i>Alexander and the Terrible, Horrible, Very Bad Day</i>,<br/>Judith Viorst</p> <p><i>How a Book Is Made</i>, Alike</p> <p><i>The Color Wizard</i></p> <p><i>Literacy Through the Arts Reading Series, Grade 1</i>,<br/>William Penn Foundation</p> <p><i>Art Connections</i>,<br/>SRA McGraw Hill</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Reading aloud, show picture books</li> <li>• Reproductions/slides/videos</li> <li>• Visual samples</li> <li>• Field Trips</li> <li>• Brain storming/problem solving</li> <li>• Class discussions</li> </ul> | <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Rubric for assessing student art work may include the following criteria: level of skill, evidence of imagination/invention and evidence of experimentation</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> <li>• Anecdotal records</li> <li>• Teacher logs</li> <li>• Exhibitions</li> <li>• Audio tapes, video tapes</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Open ended questions</li> <li>• Self-assessment/reflection</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> <li>• Label students' work as they describe it</li> <li>• Provide ample opportunities to speak</li> <li>• Use primary resources (photos, artifacts)</li> <li>• Explore multiple perspectives</li> <li>• Practice listening and following directions</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Diverse cooperative learning groups</li> <li>• Break down tasks into small manageable units</li> <li>• Give immediate feedback</li> <li>• Preview major concepts to help students relate them to familiar concepts</li> <li>• Review the directions before starting</li> <li>• Vary the mode of presentation</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Be able to find lines in every-day objects</li> <li>• Make a list of all red objects in your house</li> </ul> |

## GRADE 1: VISUAL ARTS

## PENNSYLVANIA STATE STANDARD:

## 9.1 Production, Performance and Exhibition of Visual Arts

| PA Standard Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | VISUAL ARTS INSTRUCTIONAL MODEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 1 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Know differences among materials, techniques, and processes.</li> <li>■ Select and use materials, techniques, and processes to communicate ideas, experiences, and stories.</li> <li>■ Use art materials and tools in a safe and responsible manner.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <p>Explore and develop control and confidence using the media and techniques introduced in kindergarten and grade one</p> <p>Explore and develop control and confidence in using the following media: oil pastels, torn paper, styrofoam</p> <p>Know how to do the following techniques:</p> <ul style="list-style-type: none"> <li>• Cut basic shapes</li> <li>• Blend colors</li> <li>• Make crayon etchings and crayon batiks</li> <li>• Crayon resist</li> <li>• Make collages</li> <li>• Make prints ( sponge, sandpaper, monoprint, splatter)</li> <li>• Combine media (watercolors, markers, crayon)</li> <li>• Make glue prints and styrofoam prints (etched and relief)</li> <li>• Cut forms from folded paper</li> <li>• Make paper sculptures,</li> <li>• Construct simple puppets (paper bag/stick)</li> <li>• Construct simple handmade books</li> <li>• Build pinch pots</li> <li>• Make simple clay figures by pulling the clay</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Read <i>Rainbow Fish</i> by Marcus Pfister. Create a crayon resist painting illustrating a part of the story.</li> <li>• After visiting the zoo, create a painting of an animal on construction paper. Cut the animal painting out and glue on to a large piece of mural paper. Create the appropriate environmental background with paint.</li> <li>• Create a 3 dimensional animal by folding, cutting and pasting construction paper</li> <li>• Gather objects such as sticks, spools, corks, clothespins, sponges for printmaking. Discuss and demonstrate the principle of repetition through the printmaking process.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><i>Children and Their Art</i>,<br/>Hurwitz &amp; Day</p> <p><i>Adventures in Art</i>,<br/>Laura Chapman</p> <p><i>Emphasis Art</i>,<br/>Wachowiak and Clements</p> <p><b>Literacy Connections</b></p> <p><i>Tye May and the Magic Brush</i>,<br/>Molly Barrett</p> <p><i>Roses are Red – Are Violets<br/>Blue?</i>, Alice and Martin Provensen</p> <p><i>Alexander and the Terrible,<br/>Horrible, Very Bad Day</i>,<br/>Judith Viorisk</p> <p><i>How a Book Is Made</i>, Alik</p> <p><i>The Color Wizard</i></p> <p><i>Literacy Through the Arts<br/>Reading Series, Grade 1</i>,<br/>William Penn Foundation</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Reading aloud, show pictures</li> <li>• Reproductions/slides/videos</li> <li>• Visual samples</li> <li>• Field Trips</li> <li>• Brain storming/problem solving</li> </ul> | <p><b>Class-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Checklists</li> <li>• Portfolios</li> <li>• Rubric for assessing student art work may include the following criteria: level of skill, evidence of imagination/invention and evidence of experimentation</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> <li>• Anecdotal records</li> <li>• Teacher logs</li> <li>• Exhibitions</li> <li>• Audio tapes, video tapes</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Open ended questions</li> <li>• Self-assessment/reflection</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Diverse cooperative learning groups</li> <li>• Label students' work as they describe it</li> <li>• Provide ample opportunities to speak</li> <li>• Use primary resources (photos, artifacts)</li> <li>• Practice listening and following directions</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Diverse cooperative learning groups</li> <li>• Break down tasks into small manageable units</li> <li>• Give immediate feedback</li> <li>• Preview major concepts to help students relate them to familiar concepts</li> <li>• Review the directions before starting</li> <li>• Vary the mode of presentation</li> </ul> <p><b>Home and Community Connections</b></p> <p>View and tell the story of <i>Tar Beach</i> by Faith Ringgold (quilt or book). Create a crayon resist drawing of a summer time family activity. Add a quilt like border using pre-cut fabric, wallpaper or wrapping paper.</p> |

## GRADE 1: VISUAL ARTS

## PENNSYLVANIA STATE STANDARD:

## 9.1 Production, Performance and Exhibition of Visual Arts

| PA Standard Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | VISUAL ARTS INSTRUCTIONAL MODEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>C. Know and use fundamental vocabulary within each of the arts forms.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 1 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Identify and describe lines, shapes and colors in arts and artifacts from diverse cultures and historical periods and in the environment.</li> <li>■ Develop, use and retain an art vocabulary.</li> <li>■ Be able to say how they feel about a work of art.</li> <li>■ Understand that students can have similar and different descriptions of the same work of art.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Use basic art vocabulary when discussing or describing visual works both orally and in writing.</li> <li>• Describe the mood in a work of art or artifact, orally and in writing, using basic art vocabulary.</li> <li>• Express an opinion about a work of art using basic art vocabulary, orally and in writing.</li> <li>• Identify and name primary and secondary colors.</li> <li>• Know and be able to name different art forms: portrait, sculpture, landscape, seascape, sketch, and statue.</li> <li>• Know the names of some art media (pencil, marker, tempera, clay watercolor, collage) and processes (paint, print, weave, model); be able to recognize them and be able to describe them.</li> </ul> <p><b>VOCABULARY WORDS</b></p> <p>Line, color, shape/form, texture, space rhythm, balance, emphasis/focal point, proportion/scale, repetition, contrast, unity/harmony, cool, warm, primary, secondary, light, dark, two-dimension, three-dimension, paint, draw, sculpt, craft, collage, design, sketch, watercolor, marker, crayon, tempera, chalk, multi-media, textile, styrofoam, raffia, tapestry, weave, burlap, scenery, architecture, mural, portrait, self-portrait, landscape, seascape, cityscape, statue, sculpture, bust, print, gargoyle, shade, gray, clay, geometric, organic, realistic, abstract.</p> <p><b>SAMPLE LESSONS</b></p> <ol style="list-style-type: none"> <li>1. Look at and discuss examples of motifs from diverse cultures. Experiment with paint using varied tools, such as sticks, shells, sponges and strings to create African motifs. Construct a simple accordion book, cut and paste examples of painted motifs in the book. Label the motifs.</li> <li>2. Display a variety of art works such as abstract, realistic, expressionist. Using cut paper symbols representing time (clock-which work took the longest to make), money (which one cost the most), best in show (which one I like the best), and house (which one I would buy for my house), ask students to place symbols by art work according to their opinions. Students then discuss their choices.</li> <li>3. Set up a simple still life such as a plant on a table. Students will paint the still life. Display completed paintings. Conduct a class critique. Elicit students' responses about the individual interpretations of the same subject. Acknowledge the value of each student's individual interpretation.</li> </ol> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><i>Children and Their Art</i>,<br/>Hurvitz &amp; Day</p> <p><i>Adventures in Art</i>,<br/>Laura Chapman</p> <p><i>Emphasis Art</i>,<br/>Wachowiak and Chapman</p> <p><b>Literacy Connections</b><br/> <i>Tye May and the Magic Brush</i>,<br/>Molly Barrett</p> <p><i>Roses are Red – Are Violets Blue?</i>, Alice and Martin Provensen</p> <p><i>Alexander and the Terrible, Horrible, Very Bad Day</i>,<br/>Judith Viorst</p> <p><i>How a Book Is Made</i>, Alike</p> <p><i>The Color Wizard</i><br/> <i>Literacy Through the Arts Reading Series, Grade 1</i>,<br/>William Penn Foundation</p> <p>Intervention Resources</p> <ul style="list-style-type: none"> <li>• Reading aloud, show pictures</li> <li>• Reproductions/slides/videos</li> <li>• Visual samples</li> <li>• Field trips</li> <li>• Brain storming/problem solving</li> </ul> | <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Checklists</li> <li>• Interviews</li> <li>• Verbal identification and description of elements of art</li> <li>• Use of art vocabulary in description of works of art</li> <li>• Oral reading of accordion books</li> <li>• Portfolios</li> <li>• Rubric for assessing student art work may include the following criteria: level of skill, evidence of imagination/invention and evidence of experimentation</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> <li>• Anecdotal records</li> <li>• Teacher logs</li> <li>• Exhibitions</li> <li>• Audio tapes, video tapes</li> <li>• Reading aloud, show pictures</li> <li>• Reproductions/slides/videos</li> <li>• Positive statements, round robin fashion</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Open ended questions</li> <li>• Self-assessment/reflection</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Diverse cooperative learning groups</li> <li>• Label students' work as they describe it</li> <li>• Provide ample opportunities to speak</li> <li>• Use primary resources (photos, artifacts)</li> <li>• Explore multiple perspectives</li> <li>• Practice listening and following directions</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Diverse cooperative learning groups</li> <li>• Break down tasks into small manageable units</li> <li>• Give immediate feedback</li> <li>• Preview major concepts to help students relate them to familiar concepts</li> <li>• Review the directions before starting</li> <li>• Vary the mode of presentation</li> </ul> |

## GRADE 1: VISUAL ARTS

## PENNSYLVANIA STATE STANDARD:

## 9.1 Production, Performance and Exhibition of Visual Arts

| PA Standard Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | VISUAL ARTS INSTRUCTIONAL MODEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work.</p> <p>E. Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works of art.</p> <p>F. Identify works of others through a performance or exhibition.</p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 1 students will be able to:</p> <p>■ Select and use subject matter, symbols, and ideas to communicate meaning.</p> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Use original ideas in one's own art work</li> <li>• Identify and describe traditional food, customs and forms of dress in relation to one's cultural heritage</li> <li>• Identify special holidays, festivals, celebrations and ceremonies of specific cultures that center around themes, seasonal celebrations and ceremonies, such as harvest day, May Day, springfests, etc.</li> <li>• Identify and describe, using basic art vocabulary, dominant images and symbols in works of art and artifacts, such as animals, birds, people, places, things, nature, city life, weather, seasons, faces/portraits</li> <li>• Know that artists make many different kinds of art (drawing, painting, ceramics, mixed media, functional objects, cake decorating, carving)</li> <li>• Know that artists get their ideas in many ways (nature, other visual art, art forms such as poetry, fiction, imagination, history, emotions, current events)</li> <li>• Recognize signs and symbols associated with cultural celebrations</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Show Henri Rousseau's, "<i>Carnival Evening</i>" and Van Gogh's, "<i>Night Cafe</i>". Describe the mood/ feeling in each of the paintings. Explain your opinion.</li> <li>• Look at illustrations in the books of Eric Carle such as <i>The Very Hungry Caterpillar</i>, and <i>The Very Busy Spider</i>. Create a collage of an animal using cut construction paper. Add detail with crayon. Know that artists make many different kinds of art (drawing, painting, ceramics, mixed media, functional objects, cake decorating, carving).</li> <li>• Know that artists get their ideas in many ways (nature, other visual art, art forms such as poetry, imagination, history, emotions, current events)</li> <li>• Display a variety of art works descriptive of different styles such as abstract, realistic, expressionist, impressionist. Using cut paper symbols representing time (clock-which work took the longest to make), money (cost the most), heart (which one I like best), best in show (blue ribbon), and house (which one I would buy for my house), ask students to place the symbols by art work according to their opinions.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><b>Literacy Connections</b><br/> <i>Tye May and the Magic Brush</i>, Molly Barrett<br/> <i>Roses are Red - Are Violets Blue?</i>, Alice and Martin Provensen<br/> <i>Alexander and the Terrible, Horrible, Very Bad Day</i>, Judith Viorisk<br/> <i>How a Book Is Made</i>, Alikei<br/> <i>The Color Wizard</i></p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Reading aloud, show pictures</li> <li>• Reproductions/slides/videos</li> <li>• Visual samples</li> <li>• Field Trips</li> <li>• Brain storming/problem solving</li> <li>• Class discussions</li> <li>• Teacher demonstrations</li> </ul> | <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher/student interviews on verbal identification and description of mood</li> <li>• Checklists including identification of primary and secondary colors, shapes, lines and textures</li> <li>• Portfolios-best work</li> <li>• Rubric for assessing student art work may include the following criteria: level of skill, evidence of imagination/invention and evidence of experimentation</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> <li>• Anecdotal records</li> <li>• Teacher logs</li> <li>• Exhibitions</li> <li>• Audio tapes, video tapes</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Open ended questions</li> <li>• Self-assessment/reflection</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Diverse cooperative learning groups</li> <li>• Label students' work as they describe it</li> <li>• Provide ample opportunities to speak</li> <li>• Use primary resources (photos, artifacts)</li> <li>• Explore multiple perspectives</li> <li>• Practice listening and following directions</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Diverse cooperative learning groups</li> <li>• Break down tasks into small manageable units</li> <li>• Give immediate feedback</li> <li>• Preview major concepts to help students relate them to familiar concepts</li> <li>• Review the directions before starting</li> <li>• Vary the mode of presentation</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create visual compositions that utilize art elements, principles and expressive elements that are based on students' own experiences (for example, images of houses, cityscapes, mood paintings and family portraits).</li> <li>• Describe shapes lines and colors in architectural elements in the neighborhood, e.g. doors, windows, roofs, etc.</li> </ul> |

**GRADE 1: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>G. Recognize the function of rehearsals and practice sessions.</b></p> <p><b>H. Handle materials, equipment and tools safely at work and performance spaces.</b></p> <p><b>I. Identify arts events that take place in schools and communities.</b></p> <p><b>J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or works of others.</b></p> <p><b>K. Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 1 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Know and understand that certain arts techniques and processes require practice and repetition for mastery.</li> <li>■ Use art materials and tools in a safe and responsible manner.</li> <li>■ Know about arts events taking place in the neighborhood.</li> <li>■ Develop, use, and retain an art vocabulary.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Know differences among materials, techniques, and processes</li> <li>• Handle art materials/supplies safely</li> <li>• Identify materials used</li> <li>• Understand the importance of order and cleanliness in the art room</li> <li>• Recognize some mechanical/electrical equipment</li> <li>• Identify methods for storing art materials</li> <li>• Be able to research artists, cultures, techniques and processes in the IMC with the help of librarian or teacher</li> <li>• Know and use traditional technologies in the creation of works of art, e.g., pencil, crayons, markers, paint, clay, needle/thread</li> <li>• Know and use contemporary technologies, e.g., CD's., software, clays, cameras, computers</li> <li>• Develop basic understanding of computer paint programs (KidPix)</li> <li>• Complete a finished work of art in a variety of materials/media</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Make a list of art work in the neighborhood (billboards, window displays, urban art sculptures, murals, architecture). Make a simple map. Connect drawings of the artworks to their location on the map.</li> <li>• Use crayons, markers, or paints to create a picture of themselves and their families doing a special activity</li> <li>• Draw a picture of their home or the buildings they see on the way to school</li> <li>• Create a three dimensional animal by folding, cutting, and pasting construction paper. Use crayons and markers to decorate.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p>Use the following resources to develop instructional strategies:</p> <p><i>Children and Their Art.</i><br/>Hurwitz &amp; Day</p> <p><i>Adventures in Art,</i><br/>Laura Chapman</p> <p><i>Kids Create,</i> Laurie Carlson</p> <p><i>Emphasis Art,</i><br/>Wachowiak and Clements</p> <p><b>Literacy Connections</b><br/><i>Blackware Storage,</i><br/>Maria Montoya</p> <p><i>Face Zoo,</i> Lois Eirlert</p> <p><i>Animal Shapes,</i> Wildsmith</p> <p><i>Literacy Through the Arts Reading Series, Grade 1,</i><br/>William Penn Foundation</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Reading aloud, show picture books, color wheel chart</li> <li>• Visual examples</li> <li>• Brainstorming, problem solving</li> <li>• Teacher demonstrations</li> <li>• Field trips</li> </ul> | <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Skills check list</li> <li>• Anecdotal notes</li> <li>• Rubric for assessing student art work may include the following criteria: level of skill, evidence of imagination/invention and evidence of experimentation</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> <li>• Exhibition</li> <li>• Student portfolios</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Include opportunities for more problem solving and creative thinking</li> <li>• Create handmade books</li> <li>• Open ended questions</li> <li>• Self-assessment/reflection</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Diverse cooperative learning groups</li> <li>• Label students' work as they describe it</li> <li>• Provide ample opportunities to speak</li> <li>• Use primary resources (photos, artifacts)</li> <li>• Explore multiple perspectives.</li> <li>• Practice listening and following directions</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Diverse cooperative learning groups</li> <li>• Break down tasks into small manageable units</li> <li>• Give immediate feedback.</li> <li>• Preview major concepts to help students relate them to familiar concepts</li> <li>• Review the directions before starting</li> <li>• Vary the mode of presentation</li> </ul> |

**GRADE 1: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2. Historical and Cultural Contexts**

| PA Standard Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | VISUAL ARTS INSTRUCTIONAL MODEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><b>A. Explain the historical, cultural and social context of an individual work in the arts.</b></p> <p><b>B. Relate works in the arts chronologically to historical events, e.g., 10,000 B.C. to the present.</b></p> <p><b>C. Relate works in the arts to varying styles and genre and to the periods in which they were created.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 1 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Identify works of art as belonging to particular cultures, times, and places.</li> <li>■ Create art based on historical and cultural ideas.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Understand that art has been created in all cultures</li> <li>• Understand that art looks different because of the time period in which it was created and the culture in which it was created</li> <li>• Identify works of art as belonging to particular cultures</li> <li>• Identify ways in which the works of art are different or similar in function</li> <li>• Recognize in broad terms the cultural origins of art and artifacts from diverse cultures and historical periods</li> <li>• Identify dominant images, symbols and ideas in works of art and artifacts</li> <li>• Recognize art forms such as portrait, sculpture, landscape, seascape, statue, sketch, mural, print</li> <li>• Discriminate between realistic and abstract representation in works of art and artifacts</li> <li>• Discuss various jobs artists do</li> <li>• Identify public art (buildings, road signs, billboards, sculpture, murals) in the school and neighborhood</li> <li>• Locate art in the home, school and neighborhood</li> <li>• Understand what makes a portrait</li> <li>• Identify different architecture and architectural elements in the neighborhood</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• A unit of study that focuses on where people live such as tipi, cave, or house across cultures and historical periods</li> <li>• Brainstorm a list of different jobs artists do. List them on the chalkboard. Illustrate what job they may want to do when they grow up</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.2. Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>Use the following resources to develop instructional strategies:</p> <p><i>Homemade Houses: Traditional Homes</i>, John Nicholson</p> <p><i>Kid's Multicultural Art Book</i>, Terzian</p> <p><i>Native American Ars and Cultures</i>, Anne D'Alleva</p> <p><i>Emphasis Art</i>, Wachowiak and Clements</p> <p><i>Material World, A Global Family Portrait</i>, Peter Manzel</p> <p><b>Literacy Connections</b></p> <p><i>Little Blue and Little Yellow</i>, Leo Lionni</p> <p><i>The Painter</i>, Peter Catalanotto</p> <p><i>What it Feels like to Be a Building</i>, Forrest Wilson</p> <p><i>All I Am</i>, Roe</p> <p><i>Africa Brothers and Sisters</i>, Kroll</p> <p><i>My Clothes</i>, Patterson</p> <p><i>In A Circle Long Ago: A Treasury of Native American Lore From North America</i>, Nancy Van Laan</p> <p><i>House and Homes</i>, Ann Morris</p> <p><i>Literacy Through the Arts Reading Series, Grade 1</i>, William Penn Foundation</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Lists of jobs artists do</li> <li>• Reproductions/slides/videos</li> <li>• Read aloud, show picture books</li> <li>• Visual examples</li> <li>• Brainstorming, problem solving</li> <li>• Teacher demonstrations</li> <li>• Field trips</li> </ul> | <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher interviews</li> <li>• Checklists</li> <li>• Anecdotal notes</li> <li>• Rubric</li> <li>• Exhibition</li> <li>• Portfolios – include a comparison matrix of domiciles across cultures and historical periods</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Include opportunities for more problem solving and creative thinking</li> <li>• Open ended questions</li> <li>• Self-assessment/reflection</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Take a neighborhood walk and make a list of artwork in the community (billboards, window displays, urban art sculptures, murals, clothing styles, automobiles, architecture). Make a simple map. Connect drawings of the artworks to their location on the map.</li> <li>• Think of a building that you pass on the way to school. On mural paper, paint a street. Each student paints their own building on the street to create a large mural of a city scene. Apply color with crayons/oil pastels for background and details.</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Diverse cooperative learning groups</li> <li>• Label students' work as they describe it</li> <li>• Provide ample opportunities to speak</li> <li>• Use primary resources (photos, artifacts)</li> <li>• Explore multiple perspectives</li> <li>• Practice listening and following directions</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Diverse cooperative learning groups</li> <li>• Break down tasks into small manageable units</li> <li>• Give immediate feedback</li> <li>• Preview major concepts to help students relate them to familiar concepts</li> <li>• Review the directions before starting</li> <li>• Vary the mode of presentation.</li> </ul> |

**GRADE 1: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Context**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><b>D. Analyze a work of art from its historical and cultural perspective.</b></p> <p><b>E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.</b></p> <p><b>F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.</b></p> <p><b>G. Relate works of art to geographic regions: Africa, Asia, Australia, Europe, Central America, North America, South America.</b></p> <p><b>H. Identify, describe and analyze the work of Pennsylvania artists in dance, music, theater, and visual arts.</b></p> <p><b>Performance Content Descriptors</b></p> <p><b>By the end of grade 1 students will be able to:</b></p> <ul style="list-style-type: none"> <li>■ Identify works of art as belonging to particular cultures, times, and places.</li> <li>■ Create art based on historical and cultural ideas.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Know what art is (creating things, showing beauty through visual images) and where it can be found (everyday objects, formal art, advertising, decorative elements, buildings)</li> <li>• Understand that there are various purposes for creating works of visual art</li> <li>• Know that art is made all over the world and that art is produced by people of all cultures</li> <li>• Understand how people of diverse cultures celebrate events by studying paintings, prints, drawings, etc.</li> <li>• Recognize, share, and compare family traditions through the visual arts</li> <li>• Identify and describe traditional food, customs and forms of dress in relation to one's cultural heritage</li> <li>• Students will recognize and explore their own identities and cultures through the visual arts</li> <li>• Students will describe what makes a portrait</li> <li>• Study portraits of famous people of various races, gender and cultures</li> <li>• Understand the concept of self-portrait</li> <li>• Develop a basic architectural vocabulary</li> <li>• Identify and describe different kinds of buildings in the neighborhood</li> <li>• Identify different classifications of buildings, such as residential, industrial, recreational, religious, monumental and institutional</li> <li>• Students will read stories about the lives of famous artists</li> <li>• Understand the special holidays, festivals, celebrations and ceremonies of specific cultures that center around religious themes, births, deaths and seasonal celebrations such as fruits of the harvest celebrations, May Day, springfests</li> <li>• Discuss the various jobs that artists do in the neighborhood</li> </ul> <p><b>SAMPLE LESSONS:</b></p> <ul style="list-style-type: none"> <li>• Make simple 2- and 3-dimensional works of art indicative of specific cultures.</li> <li>• Examine examples of visual art from diverse cultures and discuss their distinctive characteristics.</li> <li>• Study and discuss Amish quilts and why and how they are made. Using construction paper, students will plan and design their own square using geometric shapes. Arrange and join squares to create a large class quilt. Compare and contrast the class quilt with Amish quilts.</li> <li>• Observe works of art from diverse cultures having the same subject matter or symbols (e.g. human figure) and compare and contrast the way the works look and how the symbols are used.</li> <li>• A unit of study that focuses on where people live such as tipi, cave, or house across cultures and historical periods</li> <li>• Compare and contrast traditional Navajo and ancient Greek pottery. Using clay, create a simple pinch pot choosing design elements from either culture. Students discuss their choices in their work.</li> <li>• After viewing and discussing animals in art works and artifacts from diverse cultures, students will make paintings that reflect their own ideas of animals and the animals' environments</li> <li>• Look at examples of clothing and accessories from diverse cultures (kimono, suit, dress, robe, sarong, caftan). Connect to "specific" cultures.</li> <li>• A unit of study that focuses on where people live (shelter) across cultures and historical periods (e.g. collages, models, paintings, photographs)</li> <li>• Display photo of totem poles and written sentences describing their animal</li> <li>• Comparison matrix of domiciles across cultures</li> <li>• Take a neighborhood walk and make a list of artwork in the community (billboards, window displays, urban art sculptures, murals, clothing styles, automobiles, architecture). Make a simple map. Connect drawings of the artworks to their location on the map.</li> <li>• Look at and discuss examples of motifs from diverse cultures. Experiment with paint using varied tools, such as sticks, shells, sponges, and strings to create African motifs. Construct a simple accordion book, cut and paste examples of painted motifs in the book. Label the motifs.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Context**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p>Use the following resources to develop instructional strategies:</p> <p><b>Emphasis Art,</b><br/>Wachowiak and Clements</p> <p><b>More Children's Art and Crafts,</b><br/>Australian Women's Weekly</p> <p><b>Creativities-Art Activities Across the Elementary Curriculum,</b><br/>Szeglin and Holtje</p> <p><b>Art Connections - Integrating Art Throughout the Curriculum</b><br/><i>Adventures in Art,</i><br/>Laura Chapman</p> <p><b>Literacy Connections</b><br/><i>In A Circle Long Ago: A Treasury of Native Lore from North America,</i><br/>Nancy Van Laan</p> <p><i>House and Homes, Ann Morris</i><br/><i>Sweet Clara and the Freedom Quilt,</i> Deborah Hopkinson</p> <p><i>Keeping Quilt,</i> Patricia Pollaco</p> <p><i>In a Red House,</i> Tafuri</p> <p><i>Little Blue and Little Red,</i><br/>Leo Lionni</p> <p><i>The Painter,</i> Peter Catalanotto</p> <p><i>What It Feels Like To Be A Building,</i> Forrest Wilson</p> <p><i>All I Am,</i> Roe</p> <p><i>Africa Brothers and Sisters,</i> Kroll</p> <p><i>My Clothes,</i> Patterson</p> <p><i>Best Friends,</i> Cohen</p> <p><i>Building a House,</i> Barton</p> <p><b>Literacy Through the Arts Reading Series, Grade 1,</b><br/>William Penn Foundation</p> <p><b>Instructional strategies:</b></p> <ul style="list-style-type: none"> <li>• Show photographs, magazines, picture books</li> <li>• Reading aloud</li> <li>• Reproductions/slides/videos</li> <li>• Visual samples</li> <li>• Field trips</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions</li> <li>• Teacher demonstrations</li> </ul> | <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Portfolios- best work</li> <li>• Student portfolios should include:             <ul style="list-style-type: none"> <li>• Dictated positive statements about their classmates' art work</li> <li>• Class display</li> </ul> </li> <li>• Verbal descriptions</li> <li>• Rubric for assessing student art work may include the following criteria: level of skill, evidence of imagination/invention and evidence of experimentation</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> <li>• Anecdotal records</li> <li>• Teacher logs</li> <li>• Exhibitions</li> <li>• Audiotapes, videotapes</li> <li>• Use of art vocabulary in their discussions</li> <li>• Positive statements</li> <li>• Student talk about their art work using the W's (who, what, when, where, why and how)</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples</li> <li>• Interprets pictures and describe them in their own words or languages</li> <li>• Group activities</li> <li>• Cooperative learning</li> <li>• Read and utilize signs and symbols to communicate how they see a work of art</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide specialized equipment needed for student to complete task</li> <li>• Provide seating to accommodate the student, particularly visually or hearing impaired students, etc.</li> <li>• Provide visual examples and hands on demonstrations</li> <li>• Step by step instruction</li> <li>• Cooperative learning</li> <li>• Working in pairs</li> <li>• Have optional activities that accommodate the disability</li> </ul> <p><b>Home and Community Connections</b></p> <p>Find art and architecture in the community whose style is not western. Describe different architecture and architectural elements in the neighborhood (for example roofs, doors, buildings, and windows). Have the students make images about their neighborhood. Compare the different styles.</p> |

**GRADE 1: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Context**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><b>I. Identify, explain, and analyze philosophical beliefs as they relate to works in the arts.</b></p> <p><b>J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.</b></p> <p><b>K. Identify, explain and analyze traditions as they relate to works in the arts.</b></p> <p><b>L. Identify, explain and analyze common themes, forms and techniques from works in the arts.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 1 students will be able to:</p> <p>■ Identify the historical, cultural and social context of an individual work in the arts.</p> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Identify and explore their identity and culture through the visual arts</li> <li>• Recognize, share, and compare family traditions through the visual arts</li> <li>• Identify the art and artists in the neighborhood</li> <li>• Identify the art, artists, and cultural institutions in the larger community</li> <li>• Identify and describe traditional foods, customs and forms of dress in their family</li> <li>• Make works of art which reflect their understanding of their own lives, families, homes and neighborhoods</li> <li>• Discuss kinds of artists and their work who live and work in the neighborhood</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Study works of art that depict animals such as Bastet (cat headed goddess) from ancient Egypt, Winged Horse, Etruscan 400-600 A.D., and Baboon and Young, Pablo Picasso. Compare and contrast the way the works look. Make a connection between the culture and time.</li> <li>• Show representative examples of dress from colonial times up until today. Describe and discuss differences and similarities in style and design. Create an original fashion design they would wear to a party.</li> <li>• Use authentic Native American symbols as reference material for picture writing. Write original stories using picture writing.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Context**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p>Use the following resources to develop instructional strategies:</p> <p><i>Egyptian Art</i>,<br/>Cyril Aldred</p> <p><i>Art from Many Hands</i>,<br/>Jo Miles Schuman</p> <p><i>Indian Picture Writing</i>,<br/>Robert Hofsinde</p> <p><i>Adventures in Art, Vol. 6</i>,<br/>Laura Chapman</p> <p><i>Indian Story</i>,<br/>Wassily Kandinsky</p> <p><b>Literacy Connections</b></p> <p><i>Old Bag of Bones</i>,<br/>Janet Stevens</p> <p><i>The Boy Who Drew Cats</i>,<br/>Arthur Levine</p> <p><i>Learning Bengali Alphabet</i>,<br/>Paul Bani</p> <p><i>Frog and Toad are Friends</i>,<br/>Lobel</p> <p><i>Magic Fish</i>, Littledale</p> <p><i>Literacy Through the Arts Reading Series, Grade 1</i>,<br/>William Penn Foundation</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Show photographs/magazines/picture books</li> <li>• Reading aloud</li> <li>• Reproductions/slides/videos</li> <li>• Visual samples</li> <li>• Field trips</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions</li> <li>• Teacher demonstrations</li> </ul> | <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Portfolios</li> <li>• Student portfolios should include:             <ul style="list-style-type: none"> <li>• Dictated positive statements about their classmates art work</li> <li>• Class display</li> </ul> </li> <li>• Verbal descriptions</li> <li>• Rubric for assessing student art work may include the following criteria: level of skill, evidence of imagination/invention and evidence of experimentation</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> <li>• Anecdotal records</li> <li>• Teacher logs</li> <li>• Exhibitions</li> <li>• Audiotapes, videotapes</li> <li>• Use of art vocabulary in their discussions</li> <li>• Positive statements</li> <li>• Student talk about their art work using the W's (who, what, when, where, why and how)</li> <li>• Read aloud, show picture books</li> <li>• Reproductions/slides/videos, visual samples</li> <li>• Field trips</li> <li>• Teacher demonstrations</li> <li>• Brainstorming, Problem Solving</li> <li>• Class discussions</li> </ul> <p><b>For Students at the Advanced Level</b></p> <p>Design images about two friends who are different (ethnic backgrounds, different neighborhoods, etc.).</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples</li> <li>• Interpret pictures and describe them in their own words or languages</li> <li>• Group activities</li> <li>• Cooperative learning</li> <li>• Read and utilize signs and symbols to communicate how they see a work of art</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide specialized equipment for student to complete task</li> <li>• Provide seating to accommodate the student, particularly visually or hearing impaired students, etc.</li> <li>• Provide visual examples and hands on demonstrations</li> <li>• Step by step instruction</li> <li>• Cooperative learning</li> <li>• Working in pairs</li> <li>• Have optional activities that accommodate the disability</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Describe different architecture and architectural elements in the neighborhood (for example roofs, doors, buildings, and windows). Have the students make images about their neighborhood. Compare the different styles.</li> <li>• Identify and describe public art (sculptures, murals) in the school or neighborhood and have the students draw these places. Place these drawings on the wall and have the students discuss these places.</li> <li>• Provide information to the parents about places to see art in their home, school, and neighborhood.</li> <li>• Provide resources for parents to visit community arts centers with their child and have the student make a work of art about this place.</li> <li>• Provide opportunities for community arts centers to visit the school and work with the children.</li> </ul> |

**GRADE 1: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.3. Critical Response****PA Standard Statements****VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS**

**A. 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.**

**B. Know that works in the arts can be described by using the arts, elements principles and concepts.**

**C. Know classification skills with materials and processes used to create works in the arts.**

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

**E. Recognize and identify types of critical analysis in the arts and humanities: Contextual criticism, Formal criticism, Intuitive criticism.**

**F. Know how to recognize and identify similar and different characteristics among works in the arts.**

**G. Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities.**

**Performance Content Descriptors**

**By the end of grade 1 students will be able to:**

■ Express an opinion about the artwork and support their position utilizing art vocabulary.

■ Know that works in the arts can be described by using the elements and principles of art.

**INSTRUCTIONAL MODEL**

- Understand that there are various purposes for creating works of visual art and be able to identify some of these purposes
- Understand and reflect on different responses to the same work of art. Look at and discuss a variety of works of art and artifacts that exemplify art makers from diverse cultures and historical periods
- Look at and discuss a variety of works of art and artifacts that exemplify art makers from diverse cultures and historical periods
- Understand that students can have similar and different descriptions of the same work of art
- Understand and value one's own artwork and that of one's peers and others through participation in classroom, school, and citywide competitions
- Recognize that reflection is important for understanding and improving their own artwork
- Develop and use an art vocabulary to express what they see and how it makes them feel
- Respect, appreciate and value the responses and opinions of others

**SAMPLE LESSONS**

- Set up a simple still life such as a plant on a table. Students will paint the still life. Display completed paintings. Conduct a class critique. Elicit student responses about the individual interpretations of the same subject. Acknowledge the value of each student's individual interpretation.
- Display a variety of artworks descriptive of different styles such as non-objective, abstract, realistic, expressionist, impressionist. Using cut paper symbols representing time (clock-which work took the longest to create), money (\$-which one would cost the most), heart (which one I like the best), best in show (blue ribbon) and house (which one I would purchase for my home), ask students to place the symbols according to their opinions.
- Create drawings on open-ended questions on topics such as "I am helping when ..." Display the drawings around the room and ask students to say how they feel about their work. Allow the students to discuss what they see and what the work looks like using art vocabulary, then allow the students to describe how the work makes them feel.
- Look silently at one work of art or artifact for one minute. Remove art from view. Discuss what was seen, respecting each other's opinions. Look at the work again. Discuss the second time perceptions.
- Display student work. Ask each student to make a positive statement about a specific artwork.
- Display student work and discuss what students could do to improve their work.
- Display student work and compare the works. Discuss color, shape, form, and other elements.
- Utilize samples of various elements of art (shapes, colors, different types of lines, etc) and have the students identify these elements in a work of art using the samples.

## PENNSYLVANIA STATE STANDARD:

**9.3. Critical Response**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p>Use the following resources to develop instructional strategies:</p> <p><i>Tell Me About Your Art Picture</i>, Janet Carson</p> <p><i>Emphasis Art</i>, Wackowiak and Clements</p> <p><b>Literacy Connections</b><br/>Grade/age-appropriate literature:<br/><i>Galimoto</i>, Karen Williams<br/><i>Regina's Mistake</i>, Marissa Moss<br/><i>My Song is Beautiful</i>, Mary Hoberman<br/><i>Literacy Through the Arts Reading Series, Grade 1</i>, William Penn Foundation</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Show photographs, magazines, picture books</li> <li>• Reading aloud</li> <li>• Reproductions/slides/videos</li> <li>• Visual samples</li> <li>• Field trips</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions</li> <li>• Teacher demonstrations</li> </ul> | <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Portfolios</li> <li>• Student portfolios should include:             <ul style="list-style-type: none"> <li>• Dictated positive statements about their classmates art work</li> <li>• Class display</li> </ul> </li> <li>• Verbal descriptions</li> <li>• Rubric for assessing student art work may include the following criteria: level of skill, evidence of imagination/invention and evidence of experimentation</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> <li>• Anecdotal records</li> <li>• Teacher logs</li> <li>• Exhibitions</li> <li>• Audiotapes, videotapes</li> <li>• Use of art vocabulary in their discussions</li> <li>• Positive statements</li> <li>• Student talk about their art work using the W's (who, what, when, where, why and how)</li> </ul> <p><b>For Students at the Advanced Level</b></p> <p>For advanced first grade students, provide two examples of artwork to compare and contrast. Have the student write short paragraphs describing the work and what makes each different and the same, what they see, and what they like.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples</li> <li>• Interpret pictures and describe them in their own words or languages</li> <li>• Group activities</li> <li>• Cooperative learning</li> <li>• Read and utilize signs and symbols to communicate how they see a work of art</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide specialized equipment for student to complete task</li> <li>• Provide seating to accommodate the student, particularly visually or hearing impaired students, etc.</li> <li>• Provide visual examples and hands on demonstrations</li> <li>• Step by step instruction</li> <li>• Cooperative learning</li> <li>• Working in pairs</li> <li>• Have optional activities that accommodate the disability</li> </ul> <p><b>Home and Community Connections</b></p> <p>Identify and describe public art (sculptures, murals) in the school or neighborhood and have the students draw these places. Place these drawings on the wall and have the students discuss these places.</p> |

**GRADE 1: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.4 Aesthetic Response**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>A. Know how to respond to a philosophical statement about works of arts and humanities.</b></p> <p><b>B. Know how to communicate an informed individual opinion about the meaning of works in the arts.</b></p> <p><b>C. Recognize that the environment of the observer influences individual aesthetic responses to works in the arts.</b></p> <p><b>D. Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 1 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Know how to respond to a philosophical statement about works in the arts and humanities.</li> <li>■ Know how to communicate an informed opinion about the meaning of works in the arts.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Identify works of art as belonging to particular cultures, times, and places</li> <li>• Create art based on historical and cultural ideas</li> <li>• Understand that art looks different because of the time period it was made in, the culture that produced it, and/or the different reasons the artist had for creating it</li> <li>• Identify ways in which the works they see differ from one another in both look and function</li> <li>• Understand that their art is the result of their own personality and cultural context and that by producing art which relates to the art of other cultures and times, they are, in a sense, participating in those cultures and times</li> <li>• Examine examples of visual art from diverse cultures and discuss their distinctive characteristics</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.4 Aesthetic Response**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>Literacy Connections</b></p> <p><i>In A Circle Long Ago: A Treasury of Native Lore from North America</i>, Nancy Van Laan</p> <p><i>House and Homes</i>, Ann Morris</p> <p><i>Sweet Clara and the Freedom Quilt</i>, Deborah Hopkinson</p> <p><i>Keeping Quilt</i>, Patricia Pollaco</p> <p><i>In a Red House</i>, Tafuri</p> <p><i>Best Friends</i>, Cohen</p> <p><i>Building a House</i>, Barton</p> <p><i>Literacy Through the Arts Reading Series, Grade 1</i>, William Penn Foundation</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Read aloud, show picture books</li> <li>• Reproductions/slides/videos, visual samples</li> <li>• Field trips</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions</li> <li>• Teacher demonstrations</li> </ul> | <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Student responses and class discussions</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Portfolios</li> <li>• Rubric for assessing student art work may include the following criteria: level of skill, evidence of imagination/invention and evidence of experimentation</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> <li>• Anecdotal records</li> <li>• Teacher logs</li> <li>• Exhibitions</li> <li>• Audiotapes, videotapes</li> </ul> <p><b>For Students at the Advanced Level</b></p> <p>For advanced first grade students, provide two examples of artwork to compare and contrast from varying cultures, but similar subjects. Have the student write simple paragraphs describing the work and what makes each different and the same, what they see, and what they like. Discuss with the child why they are different or the same.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples</li> <li>• Interpret pictures and describe them in their own words or languages</li> <li>• Group activities</li> <li>• Cooperative learning</li> <li>• Read and utilize signs and symbols to communicate how they see a work of art</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide specialized equipment for student to complete task</li> <li>• Provide seating to accommodate the student, particularly visually or hearing impaired students, etc.</li> <li>• Provide visual examples and hands of demonstrations</li> <li>• Step by step instruction</li> <li>• Cooperative learning</li> <li>• Working in pairs</li> <li>• Have optional activities that accommodate the disability</li> </ul> <p><b>Home and Community Connections</b></p> <p>Describe different architecture and architectural elements in the neighborhood (for example roofs, doors, buildings, and windows). Have the students make images about their neighborhood. Compare the different styles.</p> |





**Core Curriculum**

## GRADE 2: VISUAL ARTS

## PENNSYLVANIA STATE STANDARD:

## 9.1 Production, Performance and Exhibition of Visual Arts

| PA Standard Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | VISUAL ARTS INSTRUCTIONAL MODEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>A. Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p><b>Elements:</b> color, form/shape, line, space, texture and value</p> <p><b>Principles:</b> balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony</p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 2 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Identify the elements, principles, and expressive features in works of art.</li> <li>■ Solve visual arts problems by applying elements, principles, and expressive features of art.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Identify and use primary and secondary colors and black and white</li> <li>• Identify basic elements such as color, line, shape and texture as they appear in works of art</li> <li>• Identify basic principles such as balance, rhythm and repetition</li> <li>• Identify and draw different kinds of lines (straight, curved, wide and narrow)</li> <li>• Close lines to create shapes</li> <li>• Identify and draw basic geometric shapes</li> <li>• Use a variety of media to make many kinds of art by oneself and with others</li> <li>• Use scissors and glue with control</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the cool and warm colors in paintings such as <i>The Starry Night</i> by Vincent Van Gogh and <i>Oriental Poppies</i> by Georgia O'Keefe. Create a cool color painting of night and a warm color painting of morning.</li> <li>• Introduce texture by having students touch their hair, faces, clothing. Discuss differences. Students will examine textural objects such as shells, sand paper, buttons, paper clips, pieces of fabric, corrugated paper, yarn and fur collected in a bag and placed on each table. After touching and identifying textures each group will create a collage sharing all textural pieces in the bag and supplementing additional media such as crayons and construction paper.</li> <li>• Create a drawing of a tree, person or animal using a variety of lines.</li> <li>• Draw a familiar object using only primary and secondary colors.</li> <li>• Paint a picture using only secondary colors.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p>Use the following resources to develop instructional strategies:<br/> <i>Emphasis Art</i>, Wachawiak and Clements<br/> <i>Adventures in Art</i>, Chapman<br/> <i>Discover Art 2</i>, Laura Chapman<br/> <i>Children and Their Art</i>, Hurvitz and Day</p> <p><b>Literacy Connections</b><br/> <i>Georgia O'Keef</i>, Mike Venezia<br/> <i>Van Gogh</i>, Mike Venezia<br/> <i>Camille and the Sunflower</i>, Lawrence Anholt<br/> <i>Painting the Wind: A Story of Vincent Van Gogh</i>, Hawkes Dionatti<br/> <i>Mouse Views, What the Mouse Saw</i>, B. McMillan</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Photos of buildings in the neighborhood</li> <li>• Reproductions/slides/videos</li> <li>• Read aloud, show picture books</li> <li>• Visual examples</li> <li>• Brainstorming, problem solving</li> <li>• Teacher demonstrations</li> <li>• Field trips</li> <li>• Category guide of textural objects</li> </ul> | <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher interviews</li> <li>• Checklists</li> <li>• Anecdotal notes</li> <li>• Rubric for assessing student art work may include the following criteria: level of skill, evidence of imagination/invention and evidence of experimentation</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> <li>• Exhibition</li> <li>• Student portfolios</li> <li>• Category guide of textural objects</li> <li>• Student portfolio includes cool and warm color paintings and self reflections on their paintings</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Open ended questions</li> <li>• Self-assessment/reflection</li> <li>• Include opportunities for more problem solving and creative thinking</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• After examining elements of art in photos of neighborhood buildings, make a painting of a building significant in the neighborhood, such as your house, store school, fire house, police station, etc.</li> <li>• Using milk cartons, construction paper, crayons, markers, create houses/buildings in the neighborhood. Arrange them to create a 3 dimensional map.</li> <li>• Create a crayon rubbing of textures in the environment using surfaces of brick, metal and wood in the classroom</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> <li>• Label students' work as they describe it</li> <li>• Provide ample opportunities to speak</li> <li>• Use primary resources (photo, artifacts)</li> <li>• Explore multiple perspectives</li> <li>• Practice listening and following directions</li> </ul> <p><b>Students with Disabilities</b><br/> All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/> [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> <li>• Break down tasks into small manageable units</li> <li>• Give immediate feedback</li> <li>• Preview major concepts to help students relate them to familiar concepts</li> <li>• Review the directions before starting</li> <li>• Vary the mode of presentation</li> </ul> |

**GRADE 2: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| PA Standard Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | VISUAL ARTS INSTRUCTIONAL MODEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 2 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Know differences among materials, techniques, and processes.</li> <li>■ Select and use materials, techniques, and processes to communicate ideas, experiences, and stories.</li> <li>■ Use art materials and tools in a safe and responsible manner.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Continue exploring and developing control and confidence using the media and techniques introduced in kindergarten and grade one</li> <li>• Explore, develop control and confidence in using the following media: oil pastels, torn paper, styrofoam</li> <li>• Know how to do the following techniques:             <ol style="list-style-type: none"> <li>1. Blend colors</li> <li>2. Make crayon etchings and crayon batiks</li> <li>3. Make simple clay figures by pulling the clay</li> <li>4. Construct stick puppets</li> <li>5. Crayon resist</li> <li>6. Cut forms from folded paper</li> <li>7. Make glue prints and styrofoam prints (etched and relief)</li> <li>8. Make paper sculptures, mixed media</li> </ol> </li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Create a crayon batik using the subject of flowers in a garden, a still life, or other contexts</li> <li>• Create a printing block/plate using geometric shapes cut from corrugated paper. Print patterns on a variety of papers (tissue, wallpaper, brown bags, newspaper)</li> <li>• Make circus animals using a lump of clay and the techniques of pulling, pushing and rolling.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>Use the following resources to develop instructional strategies:<br/>           Impressionist paintings by Renoir and Monet in the <i>Philadelphia Museum of Art</i><br/>           Circus paintings by George Seurat and Henri Toulouse Lautrec<br/> <i>Children, Clay and Sculpture</i>, Cathy Topal<br/> <i>Animals of Clay</i>, Shay Rieger<br/> <i>Art History (Geometric Designs in African Masks and Textiles)</i>, M. Stokstad<br/> <i>Emphasis Art</i>, Wachawiak and Clements<br/> <i>Adventures in Art</i>, Chapman</p> <p><b>Literacy Connections</b><br/> <i>My Song Is Beautiful</i>, Mary Ann Hoberman<br/> <i>Saxophone Boy</i>, Bill Bell<br/> <i>Liang and the Magic Paintbrush</i>, Demi<br/> <i>The Art Lesson</i>, de Paola,<br/> <i>Chrysanthemum</i>, Henkes<br/> <i>Georgia O'Keef</i>, Mike Venezia<br/> <i>Van Gogh</i>, Mike Venezia<br/> <i>Camille and the Sunflower</i>, Lawrence Anholt<br/> <i>Painting the Wind: A Story of Vincent Van Gogh</i>, Hawkes Dionatti<br/> <i>Mouse Views, What the Mouse Saw</i>, B. McMillan</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Photos of buildings in the neighborhood</li> <li>• Reproductions/slides/videos</li> <li>• Read aloud, show picture books</li> <li>• Visual examples</li> <li>• Brainstorming, problem solving</li> <li>• Teacher demonstrations</li> <li>• Field trips</li> </ul> | <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher interviews</li> <li>• Checklists</li> <li>• Anecdotal notes</li> <li>• Rubric for assessing student art work</li> <li>• Exhibition</li> <li>• Student portfolios</li> <li>• Category guide of textural objects</li> <li>• Student portfolio includes cool and warm color paintings</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Open ended questions</li> <li>• Self-assessment/reflection</li> <li>• Include opportunities for more problem solving and creative thinking</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Make a painting of a building significant in the neighborhood such as your house, store school, fire house, police station, etc.</li> <li>• Using milk cartons, construction paper, crayons, markers, create houses/buildings in the neighborhood. Arrange them to create a 3 dimensional map.</li> <li>• Create crayon a rubbing of textures in the environment using surfaces of brick, metal and wood in the classroom</li> <li>• Draw an event that happened recently in their life (birthday, soccer game, birth of a baby).</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> <li>• Label students' work as they describe it</li> <li>• Provide ample opportunities to speak</li> <li>• Use primary resources (photo, artifacts)</li> <li>• Explore multiple perspectives</li> <li>• Practice listening and following directions</li> </ul> <p><b>Students with Disabilities</b><br/>           All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/>           [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> <li>• Break down tasks into small manageable units</li> <li>• Give immediate feedback</li> <li>• Preview major concepts to help students relate them to familiar concepts</li> <li>• Review the directions before starting</li> <li>• Vary the mode of presentation</li> </ul> |

**GRADE 2: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| PA Standard Statements                                                              | VISUAL ARTS INSTRUCTIONAL MODEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                                                                                     | RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>C. Know and use fundamental vocabulary within each of the arts forms.</b></p> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Use basic art vocabulary when discussing or describing visual works both orally and in writing</li> <li>• Describe the message and/or mood in a work of art or artifact, both orally and in writing, using basic art vocabulary</li> <li>• Describe and express an opinion about a work of art, both orally and in writing, using basic art vocabulary</li> <li>• Identify and name primary, secondary, warm and cool colors</li> <li>• Know and be able to name different art forms: portrait, sculpture, landscape, seascape, sketch, and statue</li> <li>• Know the names of some art media (pencil, marker, tempera, clay, watercolor, collage) and processes (paint, print, weave, model); be able to recognize them and be able to define and describe them</li> </ul> <p><b>VOCABULARY WORDS:</b></p> <p>Line, color, shape/form, texture, space rhythm, balance, emphasis/focal point, proportion/scale, repetition, contrast, unity/harmony, cool, warm, primary, secondary, light, dark, two-dimension, three-dimension, paint, draw, sculpt, craft, collage, design, sketch, watercolor, marker, crayon, tempera, chalk, multi-media, textile, styrofoam, raffia, tapestry, weave, burlap, scenery, architecture, mural, portrait, self-portrait, landscape, seascape, cityscape, statue, sculpture, bust, print, gargoyle, shade, gray, clay, geometric, organic, realistic, abstract.</p> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• List on the board students' ideas for images that have many warm colors ( fire, sunset, the desert) and images that have many cool colors (swimming in a lake or pool, the ocean, mountains, a cold rainy day).</li> <li>• Discuss patterns in clothing</li> <li>• Show "<i>Breezing Up</i>" by Winslow Homer. Ask students to describe what they see using appropriate art vocabulary</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>Use the following resources to develop instructional strategies:<br/> <i>Art History (Geometric Designs in African Masks and Textiles)</i>, M. Stokstad<br/> <i>Emphasis Art</i>, Wachawiak and Clements<br/> <i>Adventures in Art</i>, Chapman</p> <p><b>Literacy Connections</b><br/> <i>My Song Is Beautiful</i>, Mary Ann Hoberman<br/> <i>Saxophone Boy</i>, Bill Bell<br/> <i>Liang and the Magic Paintbrush</i>, Demi<br/> <i>The Art Lesson</i>, de Paola,<br/> <i>Chrysanthemum</i>, Henkes<br/> <i>Georgia O'Keef</i>, Mike Venezia<br/> <i>Van Gogh</i>, Mike Venezia<br/> <i>Camille and the Sunflower</i>, Lawrence Anholt<br/> <i>Painting the Wind: A Story of Vincent Van Gogh</i>, Hawkes Dionatti<br/> <i>Mouse Views, What the Mouse Saw</i>, B. McMillan</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Photos of buildings in the neighborhood</li> <li>• Reproductions/slides/videos</li> <li>• Read aloud, show picture books</li> <li>• Visual examples</li> <li>• Brainstorming, problem solving</li> <li>• Teacher demonstrations</li> <li>• Field trips</li> </ul> | <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher interviews</li> <li>• Checklists</li> <li>• Anecdotal notes</li> <li>• Rubric for assessing student art work may include the following criteria: level of skill, evidence of imagination/invention and evidence of experimentation</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> <li>• Exhibition</li> <li>• Student portfolios</li> <li>• Category guide of textural objects</li> <li>• Student portfolio includes cool and warm color paintings and self reflections on their paintings</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Include opportunities for more problem solving and creative thinking</li> <li>• Open ended questions</li> <li>• Self-assessment/reflection</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Identify primary and secondary colors in everyday objects</li> <li>• After a discussion of pattern, students draw themselves wearing an article of clothing with a pattern.</li> <li>• Draw a picture of an event in their lives and describe their pictures.</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> <li>• Label students' work as they describe it</li> <li>• Provide ample opportunities to speak</li> <li>• Use primary resources (photo, artifacts)</li> <li>• Explore multiple perspectives.</li> <li>• Practice listening and following directions</li> </ul> <p><b>Students with Disabilities</b><br/> All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/> [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> <li>• Break down tasks into small manageable units</li> <li>• Give immediate feedback</li> <li>• Preview major concepts to help students relate them to familiar concepts</li> <li>• Review the directions before starting</li> </ul> |

## GRADE 2: VISUAL ARTS

## PENNSYLVANIA STATE STANDARD:

## 9.1 Production, Performance and Exhibition of Visual Arts

| PA Standard Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | VISUAL ARTS INSTRUCTIONAL MODEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work.</p> <p>E. Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works of art.</p> <p>F. Identify works of others through a performance or exhibition.</p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 2 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Select and use subject matter, symbols, and ideas to communicate meaning.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Use original themes and compositions in one's own art work</li> <li>• Identify and describe traditional food, customs and forms of dress in relation to one's cultural heritage</li> <li>• Identify special holidays, festivals, celebrations and ceremonies of specific cultures that center around themes, seasonal celebrations and ceremonies such as harvest day, May Day, springfests, etc.</li> <li>• Identify and describe using basic art vocabulary dominant images and symbols in works of art and artifacts, such as animals, birds, people, places, things, nature, city life, weather, seasons, faces/portraits</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Study works of art that depict animals such as Bastet (cat headed goddess) from ancient Egypt, Winged Horse, (Etruscan 400-600 A.D.) and <i>Baboon and Young</i>, by Pablo Picasso. Compare and contrast the way the works look. Make a connection between culture and time.</li> <li>• Use authentic Native American symbols as reference material for picture writing. Write an original stories using picture writing.</li> <li>• Display examples of Adinkra symbols from Ghana. Discuss the significance of symbols such as aug (fern), fihara (saftey), akohma (patience) and dwanimen (strength). Cut Adinkra symbols from potatoes using a variety of simple tools such as paper clips, plastic knives, spoons, etc. Print symbols onto a large piece of fabric to create Adinkra cloth.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Reading Aloud</li> <li>• Show pictures</li> <li>• Reproductions/slides/videos</li> <li>• Visual samples</li> <li>• Field Trips</li> <li>• Brain storming/problem solving</li> <li>• Class discussions</li> <li>• Teacher demonstration</li> </ul> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Reading aloud; show pictures</li> <li>• Reproductions/slides/videos</li> <li>• Visual samples</li> <li>• Field trips</li> <li>• Brain storming/problem solving</li> <li>• Class discussions</li> <li>• Teacher demonstrations</li> </ul> | <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher/student interviews on verbal identification and description of mood</li> <li>• Checklists</li> <li>• Portfolios: <ul style="list-style-type: none"> <li>• fashion design,</li> <li>• picture writing stories</li> </ul> </li> <li>• Rubric for assessing student art work may include the following criteria: level of skill, evidence of imagination/invention and evidence of experimentation</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> <li>• Anecdotal records</li> <li>• Teacher logs</li> <li>• Exhibitions</li> <li>• Audio tapes, video tapes</li> <li>• Identify works as belonging to particular cultures, times, and places</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Open ended questions</li> <li>• Self-assessment/reflection</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Show <i>Breezing Up</i> by Winslow Homer. Ask students to describe what they see and tell what they think happened before and after in this picture. Draw a picture that describes an event that happened recently in their life (birthday, soccer game, birth of a sibling). Ask students to describe their pictures.</li> <li>• Show representative examples of dress from colonial times up until today. Describe and discuss differences and similarities in style and design. Create an original design to wear to a party.</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups.</li> <li>• Label students' work as they describe it.</li> <li>• Provide ample opportunities to speak.</li> <li>• Use primary resources (photo, artifacts).</li> <li>• Explore multiple perspectives</li> <li>• Practice listening and following directions.</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Diverse cooperative learning groups</li> <li>• Break down tasks into small manageable units</li> <li>• Give immediate feedback</li> <li>• Preview major concepts to help students relate them to familiar concepts</li> <li>• Review the directions before starting</li> <li>• Vary the mode of presentation</li> </ul> |

**GRADE 2: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>G. Recognize the function of rehearsals and practice sessions.</p> <p>H. Handle materials, equipment and tools safely at work and performance spaces.</p> <p>I. Identify arts events that take place in schools and communities.</p> <p>J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or works of others.</p> <p>K. Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities</p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 2 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Know and understand that certain arts techniques and processes require practice and repetition for mastery.</li> <li>■ Use art materials and tools in a safe and responsible manner.</li> <li>■ Know about arts events taking place in the community.</li> <li>■ Develop, use, and retain an art vocabulary.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Know differences among materials, techniques, and processes</li> <li>• Handle art materials/supplies safely</li> <li>• Identify materials used</li> <li>• Understand the importance of order and cleanliness in the art room</li> <li>• Recognize some mechanical/electrical equipment</li> <li>• Identify methods for storing art materials</li> <li>• Be able to research artists, cultures, techniques and processes in the IMC, with the help of librarian or teacher</li> <li>• Know and use traditional technologies in the creation of works of art, e.g., Pencil, crayons, markers, paint, clay, needle/thread,</li> <li>• Know and use contemporary technologies, e.g., CD's.,software, polymers, clays, cameras, computers</li> <li>• Develop basic understanding of computer paint programs( KidPix)</li> <li>• Complete a finished work of art in a variety of materials/media</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Construct simple puppets that illustrate characters from a story read aloud</li> <li>• Make a simple pinch pot and add textures by pressing with objects such as forks, combs, paper clips, etc.</li> <li>• Create a three dimensional animal by folding, cutting, and pasting construction paper. Use crayons and markers to decorate.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><b>Content Resources:</b></p> <ol style="list-style-type: none"> <li>1. Make circus animals using a lump of clay and the techniques of pulling, pushing and rolling.</li> <li>2. Create a textural collage of different fabrics, yarns and other textile materials.</li> <li>3. Create a crayon batik using the subject of flowers in a garden.</li> <li>4. Create a printing block/plate using geometric shapes cut from corrugated paper. Print patterns on a variety of papers (tissue, wallpaper, brown bags, newspaper).</li> </ol> <p><b>Literacy Connections</b><br/> <i>My Song Is Beautiful</i>, Mary Ann Hoberman<br/> <i>Saxophone Boy</i>, Bill Bell<br/> <i>Liang and the Magic Paintbrush</i>, Demi<br/> <i>The Art Lesson</i>, de Paola,<br/> <i>Chrysanthemum</i>, Henkes</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Reading aloud, show picture books, color wheel chart</li> <li>• Visual examples</li> <li>• Brainstorming, problem solving</li> <li>• Teacher demonstrations</li> <li>• Field trips</li> </ul> | <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Skills check list</li> <li>• Anecdotal notes</li> <li>• Rubric for assessing student art work may include the following criteria: level of skill, evidence of imagination/invention and evidence of experimentation</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> <li>• Exhibition</li> <li>• Student portfolios</li> <li>• Journals-written comments and descriptions pertaining to media, processes and techniques</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Open ended questions</li> <li>• Self-assessment/reflection</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Using milk cartons, construction paper, crayons, markers, create house/building in the neighborhoods. Arrange them to create a 3-dimensional map.</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> <li>• Break down tasks into small manageable units</li> <li>• Give immediate feedback</li> <li>• Preview major concepts to help students relate them to familiar concepts</li> <li>• Review the directions before starting</li> <li>• Vary the mode of presentation</li> </ul> <p><b>Students with Disabilities</b><br/> All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/> [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> <li>• Break down tasks into small manageable units</li> <li>• Give immediate feedback</li> <li>• Preview major concepts to help students relate them to familiar concepts</li> <li>• Review the directions before starting</li> <li>• Vary the mode of presentation</li> </ul> |

**GRADE 2: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>A. Explain the historical, cultural and social context of an individual work in the arts.</b></p> <p><b>B. Relate works in the arts chronologically to historical events, e.g., 10,000B.C.E. to the present.</b></p> <p><b>C. Relate works in the arts to varying styles and genre, and to the periods in which they were created.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 2 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Identify works of art as belonging to particular cultures, times, and places.</li> <li>■ Create art based on historical and cultural ideas.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Understand that art has been created in all cultures</li> <li>• Understand that art looks different because of the time period in which it was created and the culture in which it was created</li> <li>• Identify works of art as belonging to particular cultures, times, and places</li> <li>• Identify ways in which the works of art are different or similar in function</li> <li>• Recognize in broad terms the cultural origins of art and artifacts from diverse cultures and historical periods</li> <li>• Identify dominant images, symbols and ideas in works of art and artifacts</li> <li>• Recognize art forms such as portrait, sculpture, landscape, seascape, statue, sketch, bust, mural, print</li> <li>• Discriminate between realistic and abstract representation in works of art and artifacts</li> <li>• Discuss various jobs artists do</li> <li>• Identify public art (buildings, road signs, billboards, sculpture, murals) in the school and neighborhood</li> <li>• Locate art in the home, school and neighborhood</li> <li>• Understand what makes a portrait</li> <li>• Identify different architecture and architectural elements in the neighborhood</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Observe works of art and artifacts for clues to know how they were made (human-crafted, machine); when they were made (past or present); what they were made of (clay, paint, metal); and why they were made (purpose, function)</li> <li>• Use authentic Native American symbols as reference material for picture writing. Write a simple story using picture writing.</li> </ul> <p><b>RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS</b></p> <ul style="list-style-type: none"> <li>• A unit of study that focuses on where people live, such as tipi, cave, or house, across cultures and historical periods</li> <li>• Brainstorm a list of different jobs artists do. List them on the chalkboard. Illustrate what job they may want to do when they grow up.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>Literacy Connections</b><br/>Create visual compositions in response to read-alouds of a variety of picture books, including:<br/><i>Alexander and the Terribly Horrible, No Good, Very Bad Day</i>, Judith Viorst<br/><i>Color, Color, Color</i>, Ruth Heller<br/><i>Lines</i>, Philip Yenawine<br/><i>Colors</i>, Philip Yenawine<br/><i>Colours</i>, Pienkowski</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Reading aloud, show picture books, color wheel chart</li> <li>• Activity centers with a variety of materials including different colored shapes and textures for collage, easel painting and plasticine.</li> <li>• Visual examples</li> <li>• Brainstorming, problem solving</li> <li>• Teacher demonstrations</li> <li>• Field trips</li> </ul> | <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Skills check list</li> <li>• Anecdotal notes</li> <li>• Rubric for assessing student art work may include the following criteria: level of skill, evidence of imagination/invention and evidence of experimentation</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> <li>• Exhibition</li> <li>• Student portfolios</li> <li>• Color match game</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Open ended questions</li> <li>• Self exploration with art materials</li> <li>• Self-assessment/reflection</li> <li>• Include opportunities for more problem solving and creative thinking</li> <li>• Create handmade books</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create visual compositions that utilize art elements, principles and expressive elements that are based on students' own experiences (for example, images of houses, cityscapes, mood paintings and family portraits).</li> <li>• Describe different architectural elements in the neighborhood</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> <li>• Label students' work as they describe it</li> <li>• Provide opportunities to speak</li> <li>• Use primary resources (photos, artifacts)</li> <li>• Practice listening and following directions</li> <li>• Use a series of pictures and have students classify them</li> </ul> <p><b>Students with Disabilities</b><br/>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> <li>• Break down tasks into small manageable units</li> <li>• Give immediate feedback.</li> <li>• Preview major concepts to help students relate them to familiar concepts</li> <li>• Review the directions before starting</li> </ul> |

## GRADE 2: VISUAL ARTS

PENNSYLVANIA STATE STANDARD:

## 9.2 Historical and Cultural Contexts

| PA Standard Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | VISUAL ARTS INSTRUCTIONAL MODEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>D. Analyze a work of art from its historical and cultural perspective.</b></p> <p><b>E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.</b></p> <p><b>F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.</b></p> <p><b>G. Relate works of art to geographic regions: Africa, Asia, Australia, Europe, Central America, North America, South America.</b></p> <p><b>H. Identify, describe and analyze the work of Pennsylvania artists in dance, music, theater, and visual arts.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 2 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Identify works of art as belonging to particular cultures, times, and places.</li> <li>■ Create art based on historical and cultural ideas.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Know what art is (creating things, showing beauty through visual images) and where it can be found (everyday objects, formal art, advertising, decorative elements, buildings)</li> <li>• Understand that there are various purposes for creating works of visual art</li> <li>• Know that art is made all over the world and that art is produced by people of all cultures</li> <li>• Understand how people of diverse cultures celebrate events by studying paintings, prints, drawings, etc.</li> <li>• Recognize, share, and compare family traditions through the visual arts</li> <li>• Identify and describe traditional food, customs and forms of dress in relation to one's cultural heritage</li> <li>• Students will recognize and explore their own identities and cultures through the visual arts</li> <li>• Students will describe what makes a portrait</li> <li>• Study portraits of famous people of various races, gender and cultures</li> <li>• Understand the concept of self-portrait</li> <li>• Develop a basic architectural vocabulary</li> <li>• Identify and describe different kinds of buildings in the neighborhood</li> <li>• Identify different classifications of buildings, such as residential, industrial, recreational, religious, monumental and institutional</li> <li>• Students will read stories about the lives of famous artists</li> <li>• Identify and describe traditional food, customs and forms of dress in relation to one's cultural heritage</li> <li>• Understand the special holidays, festivals, celebrations and ceremonies of specific cultures that center around religious themes, births, deaths and seasonal celebrations such as fruits of the harvest celebrations, May Day, springfests</li> <li>• Discuss the various jobs that artists do in the neighborhood</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Make a series of drawings of oneself. Include family members, favorite toys, self portrait, language spoken at home, pets, birthdate and age. Construct a simple bound book entitled "I'm Me and I'm Special" using paper, yarn and needles.</li> <li>• Talk about the change of seasons from summer to fall such as leaves changing, temperature falling, days getting shorter and kinds of fruits and vegetables harvested. Using construction paper, students will create a collage capturing the essence of fall.</li> <li>• Demonstrate the measuring and mixing of play dough to the class. Distribute small quantities to students. Students form play dough into ovals for faces. Using tempera paint, mix different shades of skin color, paint oval shapes. Add features with black felt tip markers and use yarn for hair.</li> <li>• Talk about the life of one artist. Make a list on the board of all the skills and types of knowledge he/she needs to make his/her art.</li> <li>• Invite an architect to visit the class to talk about his/her job, relating his/her presentation to structures in the students' neighborhood and explaining the special skills and knowledge he/she need to do his/her job.</li> <li>• Study works of art that depict animals such as Bastet (cat headed goddess) from ancient Egypt, Winged Horse, (Etruscan 400-600 A.D.), and <i>Baboon and Young</i>, by Pablo Picasso. Compare and contrast the way the works look. Make a connection between the culture and time.</li> <li>• Show representative examples of dress from colonial times up until today. Describe and discuss differences and similarities in style and design. Create an original fashion design they would wear to a party.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts****CONTENT RESOURCES****Literacy Connections**

Use the following resources to develop instructional strategies:

*Egyptian Art*, Cyril Aldred

*Art from Many Hands*,  
Jo Miles Schuman

*Indian Picture Writing*,  
Robert Hofsinde

*Adventures in Art, Vol. 6*,  
Laura Chapman

*Indian Story*, Wassily Kandinsky

*Garden Of Happiness*,  
Evika Tamor

*What It feels Like To Be A  
Building*, Forest Wilson

*Dreamcatcher*, Audrey Osofsky

*All the Colors of the Earth*,  
Sheila Hamanaka

*This is My House*, Dorros

*Be a Friend to Trees*, Lauber

*My Clothes*, Patterson

*Old Bag of Bones*, Janet Stevens

*The Boy Who Drew Cats*,  
Arthur Levine

*Learning Bengali Alphabet*,  
Paul Bani

*Frog and Toad are Friends*, Lobel

*Magic Fish*, Littledale

**Intervention Resources**

- Show photographs/magazines/picture books
- Reading aloud
- Reproductions/slides/videos
- Visual samples
- Field trips
- Brainstorming, problem solving
- Class discussions

**ASSESSMENT ALIGNMENT****Classroom-based Assessments**

- Teacher/student interviews
- Checklists
- Portfolios- best work
- Student portfolios should include:  
Dictated positive statements about their classmates art work  
Class display
- Verbal descriptions
- Rubrics
- Rubric for assessing student art work may include the following criteria:  
level of skill, evidence of imagination/invention and evidence of experimentation
- Create rubrics that address the PA Standard Statements for grade level
- Anecdotal records
- Teacher logs
- Exhibitions
- Audiotapes, videotapes
- Use of art vocabulary in their discussions
- Positive statements
- Student talk about their art work using the W's (who, what, when, where, why and how)

**Home and Community Connections**

- Find art and architecture in the community whose style is not western. Describe different architecture and architectural elements in the neighborhood (for example roofs, doors, buildings, and windows). Have the students make images about their neighborhood. Compare the different styles.
- Identify and describe public art (sculptures, murals) in the school or neighborhood and have the students draw these places. Place these drawings on the wall and have the students discuss these places.
- Provide information to the parents about places to see art in their home, school, and neighborhood.
- Provide resources for parents to visit community arts centers with their child and have the student make a work of art about this place.
- Provide opportunities for community arts centers to visit the school and work with the children. Provide opportunities to experience art from diverse ethnic communities through community centers and museums.

**EXTENDED LEARNING OPPORTUNITIES****English Language Learners**

- Provide visual examples
- Interpret pictures and describe them in their own words or languages
- Group activities
- Cooperative learning
- Read and utilize signs and symbols to communicate how they see a work of art

**Students with Disabilities**

All teachers working with identified students with disabilities *must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.* Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.  
[IDEA 300.121.9(d) (3) (i)]

- Provide specialized equipment needed for student to complete task
- Provided seating to accommodate the student particularly visually or hearing impaired students, etc
- Provide visual examples and hands of demonstrations
- Step by step instruction
- Cooperative learning
- Working in pairs
- Have optional activities that accommodate the disability

**For Students at the Advanced Level**

For advanced second grade students, provide examples of different styles of art from different cultures. Have them place the works of art by continent or ethnic group (African, Chinese, Native American) on a map. Students may draw traditional customs for the people from those areas and also attach this to the map.

**GRADE 2: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| PA Standard Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | VISUAL ARTS INSTRUCTIONAL MODEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>I. Identify, explain, and analyze philosophical beliefs as they relate to works in the arts.</p> <p>J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.</p> <p>K. Identify, explain and analyze traditions as they relate to works in the arts.</p> <p>L. Identify, explain and analyze common themes, forms and techniques from works in the arts.</p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 2 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Identify the historical, cultural and social context of an individual work in the arts.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Identify works of art as belonging to particular cultures, times, and places</li> <li>• Create art based on historical and cultural ideas</li> <li>• Understand that art looks different because of the time period in which it was created and the culture in which it was created</li> <li>• Identify ways in which the works of art are different or similar in function</li> <li>• Understand that art is the result of cultural and historical context</li> <li>• Understand that there are various purposes for creating works of visual art</li> <li>• Understand and reflect on different responses to the same work of art</li> <li>• Develop and use an art vocabulary</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Study works of art that depict animals such as Bastet (cat headed goddess) from ancient Egypt, Winged Horse, (Etruscan 400-600 A.D.), and <i>Baboon and Young</i>, by Pablo Picasso. Compare and contrast the way the works look. Make a connection between the culture and time.</li> <li>• Show representative examples of dress from colonial times up until today. Describe and discuss differences and similarities in style and design. Create an original fashion design they would wear to a party.</li> <li>• Use authentic Native American symbols as reference material for picture writing. Write original stories using picture writing.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>Use the following resources to develop instructional strategies:</p> <p><i>Egyptian Art</i>, Cyril Aldred</p> <p><i>Art from Many Hands</i>, Jo Miles Schuman</p> <p><i>Indian Picture Writing</i>, Robert Hofsinde</p> <p><i>Adventures in Art, Vol. 6</i>, Laura Chapman</p> <p><i>Indian Story</i>, Wassily Kandinsky</p> <p><b>Literacy Connections</b></p> <p><i>Old Bag of Bones</i>, Janet Stevens</p> <p><i>The Boy Who Drew Cats</i>, Arthur Levine</p> <p><i>Learning Bengali Alphabet</i>, Paul Bani</p> <p><i>Frog and Toad are Friends</i>, Lobel</p> <p><i>Magic Fish</i>, Littleale</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Show photographs/magazines/micture books</li> <li>• Reading aloud</li> <li>• Reproductions/slides/videos</li> <li>• Visual samples</li> <li>• Field trips</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions</li> <li>• Teacher demonstrations</li> </ul> | <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Portfolios               <ul style="list-style-type: none"> <li>• Student portfolios should include: Dictated positive statements about their classmates art work</li> <li>• Class display</li> </ul> </li> <li>• Verbal descriptions</li> <li>• Rubrics</li> <li>• Rubric for assessing student art work may include the following criteria: level of skill, evidence of imagination/invention and evidence of experimentation</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> <li>• Anecdotal records</li> <li>• Teacher logs</li> <li>• Exhibitions</li> <li>• Audiotapes, videotapes</li> <li>• Use of art vocabulary in their discussions</li> <li>• Positive statements</li> <li>• Student talk about their art work using the W's (who, what, when, where, why and how)</li> <li>• Read aloud, show picture books</li> <li>• Reproductions/slides/videos, visual samples</li> <li>• Field trips</li> <li>• Teacher demonstrations</li> <li>• Brainstorming, problem Solving</li> <li>• Class discussions</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Describe different architecture and architectural elements in the neighborhood (for example roofs, doors, buildings, and windows). Have the students make images about their neighborhood. Compare the different styles.</li> <li>• Identify and describe public art (sculptures, murals) in the school or neighborhood and have the students draw these places. Place these drawings on the wall and have the students discuss these places.</li> <li>• Provide information to the parents about places to see art in their home, school, and neighborhood.</li> <li>• Provide resources for parents to visit community arts centers with their child and have the student make a work of art about this place.</li> <li>• Provide opportunities for community arts centers to visit the school and work with the children.</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples</li> <li>• Interpret pictures and describe them in their own words or languages</li> <li>• Group activities</li> <li>• Cooperative learning</li> <li>• Read and utilize signs and symbols to communicate how they see a work</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.</p> <p>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide specialized equipment needed for student to complete task.</li> <li>• Provided seating to accommodate the student, particularly visually or hearing impaired students, etc.</li> <li>• Provide visual examples and hands on demonstrations</li> <li>• Step by step instruction</li> <li>• Cooperative learning</li> <li>• Working in pairs</li> <li>• Have optional activities that accommodate the disability</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Design images about two friends who are different (ethnic backgrounds, different neighborhoods, etc). Place these images in a story board and have short paragraph accompanying them.</li> </ul> |

## GRADE 2: VISUAL ARTS

PENNSYLVANIA STATE STANDARD:

## 9.3. Critical Response

PA Standard  
Statements

## VISUAL ARTS INSTRUCTIONAL MODEL

## RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS

A. 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.

B. Know that works in the arts can be described by using the arts' elements, principles and concepts.

C. Know classification skills with materials and processes used to create works in the arts.

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

E. Recognize and identify types of critical analysis in the arts and humanities: Contextual criticism, Formal criticism, Intuitive criticism.

F. Know how to recognize and identify similar and different characteristics among works in the arts.

G. Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities.

Performance  
Content Descriptors

By the end of grade 2 students will be able to:

■ Express an opinion about the artwork and support their position utilizing art vocabulary.

■ Know that works in the arts can be described using the elements and principles of art.

## INSTRUCTIONAL MODEL

- Understand that there are various purposes for creating works of visual art and be able to identify some of these purposes
- Understand and reflect on different responses to the same work of art. Look at and discuss a variety of works of art and artifacts that exemplify art makers from diverse cultures and historical periods
- Look at and discuss a variety of works of art and artifacts that exemplify art makers from diverse cultures and historical periods
- Understand that students can have similar and different descriptions of the same work of art
- Understand and value one's own artwork and that of one's peers and others through participation in classroom, school, and citywide competitions
- Recognize that reflection is important for understanding and improving their own artwork
- Develop and use an art vocabulary to express what they see and how it makes them feel
- Respect, appreciate and value the responses and opinions of others

## SAMPLE LESSONS

- Create a styrofoam print by drawing with a pencil, etching into the surface. Print the design 3 times. Reflect upon your work. During the next class, students choose a medium such as oil pastels, cut paper, markers to embellish their prints.
- Students mount their print on construction paper allowing space for a decorative border. Use geometric shapes cut from a variety of papers to create a simple pattern to decorate the border. Ask each student to tell why and how they made their print and border pattern.
- Show *Breezing Up* by Winslow Homer. Ask students to describe what they see and tell what they think happened before and after the picture.
- Look silently at one work of art or artifact for one minute. Remove art from view. Discuss what was seen, respecting each other's opinions. Look at the work again. Discuss the second time perceptions.
- Display student work. Ask each student to make a positive statement about a specific artwork.
- Display student work and discuss what students could do to improve their work.
- Display student work and compare the works. Discuss color, shape, form, and other elements.

## PENNSYLVANIA STATE STANDARD:

**9.3. Critical Response**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>Use the following resources to develop instructional strategies:</p> <p><i>Animal Prayer Offering</i>, Lendd Lomanaf-tewa</p> <p><i>Emphasis Art</i>, Wachowiak and Clements</p> <p><i>Children and Their Art</i>, Hurwitz and Day</p> <p><i>Adventures in Art</i>, Chapman</p> <p><b>Literacy Connections</b></p> <p><i>Regina's Mistake</i>, Moss</p> <p><i>Annie Gifts, Angela Shelf Medearis</i></p> <p><i>Bear Paints a Picture</i>, Danieil Pinkwater</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Show photographs/magazines/picture books</li> <li>• Reading aloud</li> <li>• Reproductions/slides/videos</li> <li>• Visual samples</li> <li>• Field trips</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions</li> <li>• Teacher demonstrations</li> </ul> | <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Portfolios               <ul style="list-style-type: none"> <li>Student portfolios should include: Dictated positive statements about their classmates art work</li> <li>Class display</li> </ul> </li> <li>• Verbal descriptions</li> <li>• Rubrics</li> <li>• Rubric for assessing student art work may include the following criteria: level of skill, evidence of imagination/invention and evidence of experimentation</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> <li>• Anecdotal records</li> <li>• Teacher logs</li> <li>• Exhibitions</li> <li>• Audiotapes, videotapes</li> <li>• Use of art vocabulary in their discussions</li> <li>• Positive statements</li> <li>• Student talk about their art work using the W's (who, what, when, where, why and how)</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Describe different architecture and architectural elements in the neighborhood (for example roofs, doors, buildings, and windows). Have the students make images about their neighborhood. Compare the different styles.</li> <li>• Identify and describe public art (sculptures, murals) in the school or neighborhood and have the students draw these places. Place these drawings on the wall and have the students discuss these places.</li> <li>• Provide information to the parents about places to see art in their home, school, and neighborhood.</li> <li>• Provide resources for parents to visit community arts centers with their child and have the student make a work of art about this place.</li> <li>• Provide opportunities for community arts centers to visit the school and work with the children.</li> <li>• Describe different architectural elements in the neighborhood (roofs, doors, windows).</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples</li> <li>• Interprets pictures and describe them in their own words or languages</li> <li>• Group activities</li> <li>• Cooperative learning</li> <li>• Read and utilize signs and symbols to communicate how they see a work of art</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide specialized equipment needed for student to complete task.</li> <li>• Provide seating to accommodate the student, particularly visually or hearing impaired students, etc.</li> <li>• Provide visual examples and hands on demonstrations</li> <li>• Step by step instruction</li> <li>• Cooperative learning</li> <li>• Working in pairs</li> <li>• Have optional activities that accommodate the disability</li> </ul> <p><b>For Students at the Advanced Level</b></p> <p>For advanced second grade students, provide two examples of art-work to compare and contrast. Have the student write a paragraph describing the work and what makes each different and the same, what they see, and what they like. Have the students make a chart showing similarities and differences.</p> |

## GRADE 2: VISUAL ARTS

PENNSYLVANIA STATE STANDARD:

**9.4. Aesthetic Response****PA Standard Statements**

**A. Know how to respond to a philosophical statement about works of arts and humanities.**

**B. Know how to communicate an informed individual opinion about the meaning of works in the arts.**

**C. Recognize that the environment of the observer influences individual aesthetic responses to works in the arts.**

**D. Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities**

**Performance Content Descriptors**

**By the end of grade 2 students will be able to:**

■ **Know how to respond to a philosophical statement about works in the arts and humanities.**

■ **Know how to communicate an informed opinion about the meaning of works in the arts.**

**VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS****INSTRUCTIONAL MODEL**

- Identify works of art as belonging to particular cultures, times, and places
- Create art based on historical and cultural ideas
- Understand that art looks different because of the time period it was made in, the culture that produced it and/or the different reasons the artist had for creating it
- Identify ways in which the works they see differ from one another in both look and function
- Understand that their art is the result of their own personality and cultural context and that by producing art which relates to the art of other cultures and times, they are, in a sense, participating in those cultures and times
- Examine examples of visual art from diverse cultures and discuss their distinctive characteristics
- Study works of art that depict animals such as Bastet (cat headed goddess) from ancient Egypt, Winged Horse, (Etruscan 400-600 A.D.), and *Baboon and Young*, by Pablo Picasso. Compare and contrast the way the works look. Make a connection between the culture and time period.
- Show representative examples of dress from colonial times up until today. Describe and discuss differences and similarities in style and design. Create an original fashion design they would wear to a party
- Use authentic Native American symbols as reference material for picture writing. Write original stories using picture writing
- Make a series of drawings of oneself. Include family members, favorite toys, self portrait, language spoken at home, pets, birthdate and age. Construct a simple bound book entitled, I'm Me and I'm Special, using paper, yarn and needles
- Talk about the change of seasons from summer to fall such as leaves changing, temperature falling, days getting shorter and kinds of fruits and vegetables harvested
- Using construction paper, students will create a collage capturing their impressions of autumn.
- Distribute small quantities to students. Students form play dough into ovals for faces.
- Using tempera paint, mix different shades of skin color, paint oval shapes. Add features with black felt tip markers and use yarn for hair.
- Talk about the life of one artist. Make a list on the board of all the skills and types of knowledge he/she needs to make his/her art.
- Invite an architect to visit the class to talk about his/her job; relate his/her presentation to structures in the students' neighborhood and explain the special skills and knowledge he/she need to do his/her job.

## PENNSYLVANIA STATE STANDARD:

**9.4. Aesthetic Response**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>Literacy Connections</b><br/>Create visual compositions in response to read-alouds of a variety of picture books, including;</p> <p><i>Alexander and the Terribly Horrible, No Good, Very Bad Day</i>, Judith Viorst</p> <p><i>Color, Color, Color</i>, Ruth Heller</p> <p><i>Lines</i>, Philip Yenawine</p> <p><i>Colors</i>, Philip Yenawine</p> <p><i>Colours</i>, Pienkowski</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Reading aloud, show picture books, color wheel chart</li> <li>• Activity centers with a variety of materials including, different colored shapes and textures for collage, easel painting and plasticine.</li> <li>• Visual examples</li> <li>• Brainstorming, problem solving</li> <li>• Teacher demonstrations</li> <li>• Field trips</li> </ul> | <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Skills check list</li> <li>• Anecdotal notes</li> <li>• Rubric for assessing student art work may include the following criteria: level of skill, evidence of imagination/invention and evidence of experimentation</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> <li>• Exhibition</li> <li>• Student portfolios</li> <li>• Color match game</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Open ended questions</li> <li>• Self exploration with art materials</li> <li>• Self-assessment/reflection</li> <li>• Include opportunities for more problem solving and creative thinking</li> <li>• Create handmade books</li> </ul> <p><b>Home and Community Connections</b><br/>Provide opportunities for students to create visual compositions that utilize art elements, principles and expressive elements that are based on students' own experiences, for example, images of houses, cityscapes, mood paintings and family portraits.</p> <p>Describe different architectural elements in the neighborhood (roofs, doors, windows).</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> <li>• Label students' work as they describe it</li> <li>• Provide opportunities to speak.</li> <li>• Use primary resources (photos, artifacts)</li> <li>• Practice listening and following directions</li> <li>• Use a series of pictures and have students classify them</li> </ul> <p><b>Students with Disabilities</b><br/>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> <li>• Break down tasks into small manageable units</li> <li>• Give immediate feedback</li> <li>• Preview major concepts to help students relate them to familiar concepts</li> <li>• Review the directions before starting</li> </ul> |





**Core Curriculum**

## GRADE 3: VISUAL ARTS

## PENNSYLVANIA STATE STANDARD:

## 9.1 Production, Performance and Exhibition of Visual Arts

| PA Standard Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | VISUAL ARTS INSTRUCTIONAL MODEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>A. Know and use the elements and principles of each art form to create works in the arts and humanities.</b><br/> <b>Elements:</b> color, form/ shape, line, space, texture and value.<br/> <b>Principles:</b> balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony.</p> <p><b>Performance Content Descriptors</b></p> <p><b>By the end of grade 3 students will be able to:</b></p> <ul style="list-style-type: none"> <li>■ Identify the elements, principles, and expressive features in works of art.</li> <li>■ Solve visual arts problems by applying elements, principles, and expressive features of art.</li> </ul> <p><b>Rationale:</b><br/> Each field of study has fundamental core knowledge and understandings that are basic to learning and doing in that field. In the visual arts, these are known as the elements and principles of art. In order to talk about art or to make art (beyond infantile scribbles) a working knowledge of and familiarity with the elements and principles of art is necessary.</p> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Identify primary and secondary colors and black and white</li> <li>• Identify major color families (warm and cool)</li> <li>• Identify and use complementary colors</li> <li>• Identify basic elements such as color line, shape, and texture as they appear in works of art</li> <li>• Identify basic principles such as balance, unity, symmetry, and rhythm as they appear in works of art</li> <li>• Identify lines as differing from shapes</li> <li>• Draw different kinds of lines (straight, jagged, dotted, thick or thin) and shapes (square, rectangles, circles, and triangles)</li> <li>• Identify and use organic and geometric shapes</li> <li>• Know and understand the basic concept of two dimensional (height, width) and three dimensional (height, width, depth)</li> <li>• Use colors freely in making both realistic and nonrepresentational pictures</li> <li>• Recognize and use all the elements and the principles (repetition, balance, variety and emphasis) in one's own artwork</li> <li>• Recognize and use repetition of shapes and colors in making art, especially in painting, collage and construction</li> <li>• Describe lines and shapes in everyday objects</li> <li>• Place forms more consciously in space</li> <li>• Select important forms for emphasis</li> <li>• Create the illusion of depth on a flat surface by overlapping objects</li> <li>• Know, understand and use the terms foreground, middle ground and background in regards to drawing/painting</li> <li>• Develop, use and retain an art vocabulary</li> </ul> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Observation of quality reproductions of notable works of art</li> <li>• Teacher demonstration and modeling</li> <li>• Reading aloud, show picture books, color wheel chart</li> <li>• Show reproductions/slides/videos</li> <li>• Show examples of student work</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Create a mixed-media composition using the theme of land and water (mountains, forests, lakes/oceans) demonstrating knowledge of foreground, middleground, and background.</li> <li>• Construct a robot using boxes, cardboard tubes, and other found objects.</li> <li>• Using the additive glue printing process, create a two-color print.</li> <li>• Talk about the life cycle of trees. Paint a tree in spring, summer, fall and winter using appropriate color families.</li> <li>• Look at <i>The Starry Night</i> (cool) and <i>Oriental Poppies</i> (warm) by Georgia O'Keefe. Identify and describe the cool and warm colors in the paintings. Create a cool painting of the night and a warm painting of the morning.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><i>How Artists Use...Series</i>, Crystal Productions</p> <p><i>Elements of Art and Principles of Design Posters (elementary level)</i>, Crystal Productions</p> <p><b>Literacy/Cultural Connections:</b><br/>Office of Creative and Performing Arts Literacy/Arts series<br/><i>Stories</i>, Phillip Yenawine<br/><i>People</i>, Phillip Yenawine<br/><i>My Many Colored Days</i>, Seuss, et al<br/><i>Getting to Know The World's Greatest Artists series</i>, Mike Venezia<br/>William Penn Foundation – <i>Literacy Through the Arts Reading Series, Grade 3</i></p> <p><b>Intervention Resources</b><br/><i>Crayola Dreammakers' Series</i>, Binney &amp; Smith<br/><i>Discovering Art History</i>, Davis<br/><i>Children, Clay &amp; Sculpture</i>, Cathy Topal<br/><i>Children &amp; Their Art</i>, Hurwitz and Day<br/><i>Emphasis Art</i>, Wachawiak and Clements<br/><i>The Art Pack, Frayling</i>, Frayling, Van Der Weeden<br/><i>The Art Teacher's Book of Lists</i>, Helen Hume</p> | <p><b>PSSA</b><br/>Name the geometric shape used in the construction of "Falling Water" by Frank Lloyd Wright (pictured on test):<br/>A. circle<br/>B. triangle<br/>C. hexagon<br/>D. rectangle</p> <p>Answer: D. rectangle</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Use of appropriate art vocabulary</li> <li>• Written analysis by students of elements and principles in their own work (2 or 3 sentences)</li> <li>• Teacher/student generated rubrics</li> <li>• Portfolio</li> <li>• Exhibition</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Look at a still life by Cezanne. Translate the setting and objects into geometric shapes. Create an abstract mixed media picture based on the geometric translation. Make several collages: one using only warm colors, one using cool colors, one in black, white and shades of gray.</li> <li>• Make a three dimensional form out of found objects after studying a variety of types of sculpture.</li> <li>• Make a repetitive design using three basic shapes and primary colors. Print this design using shaped pieces of sponge or cardboard and tempera paint.</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Allow students to respond in native language then use appropriate resources to translate their own response into English</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b><br/>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Observe and report back to class, both orally and in writing, about how the elements and principles of art are used in advertising, clothing, architecture, interior design, books, magazines, videos, household objects and the like.</li> <li>• Take a walk around the school neighborhood, report back to class orally and in writing, where the elements and principles of art are found. How have they been used?</li> <li>• Do the same while on a shopping trip to Center City.</li> </ul> |

**GRADE 3: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts****PA Standard Statements****VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS**

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

**Performance  
Content Descriptors**

**By the end of grade 3 students will be able to:**

■ **Know differences among materials, techniques, and processes.**

■ **Select and use materials, techniques, and processes to communicate ideas, experiences, and stories.**

■ **Use art materials and tools in a safe and responsible manner.**

**Rationale:**

The Elements and Principles of Art comprise the visual artist's toolbox. Production of works in the visual arts entails successful use of these tools. Learning to use the Elements and Principles of Art is not an end in itself, rather, it is a means toward an end - the creation of a work of art.

**INSTRUCTIONAL MODEL**

- Use a variety of tools and processes to make artworks for personal expression
- Explore, develop control and confidence in using the following media: yarn, tapestry needles, tissue paper, fabric, cardboard, oak tag, raffia, styrofoam, foam packing
- Know how to do the following techniques and processes:  
make vegetable and string prints  
draw and paint human face in proportion  
cut and staple paper relief masks  
paint scenery  
thread needles, sew on line, do running stitch  
construct box sculpture and styrofoam sculpture  
use tissue paper to make collages
- Push, pull, drag and/or scrape various media to make drawings using a variety of marks or strokes.
- Continue to develop facility in the use of computer paint program (KidPix, ClarisWorks)

**INSTRUCTIONAL STRATEGIES:**

- Photographs of spiders & webs
- Read aloud, show picture books, color charts
- Reproductions, slides, videos, visual samples
- Field trips (virtual and actual)
- Brainstorming, problem solving
- Class discussions
- Teacher demonstrations

**SAMPLE LESSONS**

- Ask the children to think of things they like that are black in color for the purpose of associating positive images and feelings with the color black. List responses on the chalkboard. Demonstrate mixing white and black paint to create various shades of gray. Select an object from the list and use white and black tempera to paint it. Add black and white oil pastels for details.
- Read the poem "The Spider and the Fly" by Mary Howitt. Look at photographs of spiders and their webs. Draw intricate spider webs on paper using crayon/markers. Create a cut paper spider and glue to web.
- Talk about the purpose of gargoyles on buildings constructed during the Middle Ages. After looking at slides of gargoyles, students will create a drawing of their own interpretation of the stone monster incorporating some of the features and characteristics seen in gargoyles from the slides. Students will transform their two dimensional gargoyle shapes into three dimensional clay forms using a variety of textural objects such as empty sewing spools, garlic presses, combs, cheese graters, etc., to imprint the surface.
- Collect fresh leaves. Discuss the importance of leaves in the environment, empha-

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><i>Take 5 Art Prints</i>,<br/>Crystal Productions</p> <p><i>Philadelphia Museum of Art Teaching Posters</i></p> <p><i>Elements of Art and Principles of Design Posters (elementary level)</i>,<br/>Crystal Productions</p> <p><b>Literacy/Cultural Connections:</b></p> <p><i>William Penn Foundation – Literacy Through the Arts Reading Series, Grade 3</i></p> <p><i>Night of the Gargoyles</i>,<br/>Eva Bunting</p> <p><i>Mr. Tamerin's Trees</i>,<br/>Kathryn Ernst</p> <p><i>The Very Busy Spider</i>, Eric Carle</p> <p><i>All the Colors of the Earth</i>,<br/>Hamanaka</p> <p><i>The Library Dragon</i>, Deedy</p> <p><i>Autumn Harvest</i>, Tresselt</p> <p><b>Intervention Resources</b></p> <p><i>Discovering Art History</i>,<br/>Davis</p> <p><i>Children, Clay &amp; Sculpture</i>,<br/>Cathy Topal</p> <p><i>Children &amp; Their Art</i>,<br/>Hurwitz and Day</p> <p><i>Emphasis Art</i>,<br/>Wachowiak and Clements</p> <p><i>Composition in Gray &amp; Black No. 1</i>,<br/>James Abbott McNeil Whistler</p> | <p><b>PSSA</b></p> <p>Nonobjective art has no recognizable objects or scenes. The artist uses elements and principles of design to show movement or express feelings in this style of art. Colors, lines, shapes, patterns, and textures are used to create a balanced and unified work of art.</p> <p>Based upon the definition of nonobjective art in the paragraph above, what are three things that are important in a nonobjective work of art?</p> <p>A. Colors, recognizable objects, and patterns</p> <p>B. Expressing feelings, color, and patterns</p> <p>C. Showing scenes, colors, and patterns</p> <p>D. Recognizable shapes, people, and colors</p> <p>Answer: B. Expressing feelings, color, and patterns</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Use of appropriate art vocabulary</li> <li>• Written analysis by students of elements and principles of art in their own work</li> <li>• Teacher/student generated rubrics</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>Home and Community Connections</b></p> <p>Observation of the uses of both the elements and principles in all forms of media for the purpose of visual communication.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Allow students to respond in native language then use appropriate resources to translate their own response into English</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.</p> <p>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> <li>• Break down tasks into small manageable units</li> <li>• Give immediate feedback</li> <li>• Preview major concepts to help students relate them to familiar concepts</li> <li>• Review the directions before starting</li> </ul> |

## GRADE 3: VISUAL ARTS

## PENNSYLVANIA STATE STANDARD:

## 9.1 Production, Performance and Exhibition of Visual Arts

| PA Standard Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | VISUAL ARTS INSTRUCTIONAL MODEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>C. Know and use fundamental vocabulary within each of the arts forms.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 3 students will be able to:</p> <p>■ Develop, use and maintain an art vocabulary.</p> <p><b>Rationale:</b><br/>Each field of study or endeavor has words and expressions used to describe or discuss it, its own “jargon”. An important part of learning about the particular field of study involves becoming familiar with and using the terminology germane to it.</p> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Use appropriate art vocabulary when discussing or describing visual works of art, both orally and in writing.</li> <li>• Describe the meaning, message and/or mood in a work of art or artifact, both both orally and in writing, using the appropriate vocabulary</li> <li>• Describe and express an opinion about a work of art using basic art vocabulary, both orally and in writing.</li> <li>• Identify and name primary, secondary, complementary, warm and cool colors</li> <li>• Know and understand the terms organic and geometric when describing shapes in discussing an art work</li> <li>• Describe works of art in writing</li> <li>• Know and be able to name different art forms: portrait, sculpture, landscape, seascape, sketch, and statue, bust</li> <li>• Know the names of some art media (pencil, marker, tempera, clay watercolor, collage) and processes (paint, print, weave, model); be able to recognize them and be able to define and describe them</li> </ul> <p><b>VOCABULARY WORDS:</b><br/>Line, color, shape/form, texture, space rhythm, balance, emphasis/focal point, proportion/scale, repetition, contrast, unity/harmony, cool, warm, primary, secondary, light, dark, two-dimension, three-dimension, paint, draw, sculpt, craft, collage, design, sketch, watercolor, marker, crayon, tempera, chalk, multi-media, textile, styrofoam, raffia, tapestry, weave, burlap, scenery, architecture, mural, portrait, self-portrait, landscape, seascape, cityscape, statue, sculpture, bust, print, gargoyle, shade, gray, clay, geometric, organic, realistic, abstract</p> <p><b>INSTRUCTIONAL STRATEGIES:</b><br/>Reading aloud, show picture books<br/>Reproductions/slides/videos<br/>Visual samples<br/>Field trips<br/>Brainstorming, problem solving<br/>Word walls, vocabulary charts, bulletin boards<br/>Teacher demonstrations<br/>Cooperative learning/reciprocal teaching</p> <p><b>SAMPLE LESSONS:</b></p> <ul style="list-style-type: none"> <li>• Students will read short stories about artists and write sentences about their lives and their work.</li> <li>• Students will select a work of art from teacher provided reproductions. Students are to do a written report, using appropriate art vocabulary, telling about the artist who made it, describing the work of art, and what the student thinks the artist is trying to communicate.</li> </ul> |

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| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><i>Getting to Know the World's Greatest Artists series</i>, Mike Venezia</p> <p><i>How Artists Use...series</i></p> <p><i>Elements of Art and Principles of Design Posters (elementary level)</i>, Crystal Productions</p> <p><i>Know The Artists Posters</i>, Crystal Productions</p> <p><i>Take 5 Art Prints</i>, Crystal Productions</p> <p><i>Dropping In On...series</i>, Crystal Productions</p> <p><i>Philadelphia Museum of Art Teaching Posters</i></p> <p><b>Literacy/Cultural Connections:</b></p> <p><i>Literacy Through the Arts Reading Series, Grade 3</i> - William Penn Foundation</p> <p><i>P Is For Philadelphia</i>, Temple Univ. Press</p> <p>There are innumerable books written for children about art and artists, consult Crystal Productions catalogue and Davis Publications catalogue to start.</p> <p><b>Intervention Resources:</b></p> <p><i>Discovering Art History</i>, Davis</p> <p><i>Children, Clay &amp; Sculpture</i>, Cathy Topal</p> <p><i>Children &amp; Their Art</i>, Hurwitz and Day</p> <p><i>The Art Pack, Frayling</i>, Frayling and Van Der Weer</p> <p><i>What The Painter Sees</i>, Scholastic Discovery Series</p> <p><i>The Art Teacher's Book of Lists</i>, Helen Hume</p> <p><i>The Special Artist's Handbook</i>, Rodriguez</p> | <p><b>PSSA</b></p> <p>Karen drew this picture of her house: How many pairs of congruent shapes can you identify?</p> <p>A. 1<br/>B. 3<br/>C. 5<br/>D. 7<br/>Answer: B.3</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Journals</li> <li>• Teacher/student interviews</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Teacher student Logs</li> <li>• Audio tapes, video tapes</li> <li>• Exhibitions</li> <li>• Student Writing critiques, rationales</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Students may write a regular feature in the school newspaper about "Art Room Activities"</li> <li>• Students choose one piece of art from their portfolio for a school exhibition. After discussing the reasons for selecting the particular piece, students will write their rationale, which will be displayed with the artwork.</li> </ul> <p><b>Home and Community Connections</b></p> <p>Understand that art vocabulary is used outside the art room. Be able to transfer the words, phrases and their meanings appropriately to encounters in the home and community at large.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Allow students to respond in native language then use appropriate resources to translate their own response into English</li> <li>• Ask students to translate art vocabulary words into their native language and teach them to the class</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment) Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> </ul> |

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| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work.</b></p> <p><b>E. Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works of art.</b></p> <p><b>F. Identify works of others through a performance or exhibition.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 3 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Select and use subject matter, symbols, and ideas to communicate meaning.</li> </ul> <p><b>Rationale:</b><br/>Creative and performing artists strive to have their work seen and/or heard. Young children should be given the same opportunity to perform or exhibit their work.</p> <p>The visual arts are a form of communication. An artist uses the elements and principles of art to communicate his ideas, relate experiences and express emotions.</p> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Select the appropriate medium to best express an idea</li> <li>• Understand that an artist uses color to convey emotions and ideas</li> <li>• Define expressive qualities, e.g. sights, sounds, smells, moods, and use these to convey an idea or experience in works of art</li> <li>• Identify two or three possible solutions for expressing an idea, emotion or experience in works of art</li> <li>• Identify and understand the meaning of symbols in works of art and artifacts.</li> <li>• Discriminate between realistic and abstract representation in works of art and artifacts</li> <li>• Know and use terms to describe different kinds of art work such as portrait, self-portrait, still life, mural, sculpture, sketch, print, architecture landscape and seascape</li> <li>• Know about artists (basic background) and their unique traits (such as media, subject matter)</li> <li>• Identify and describe, both orally and in writing, symbols and ideas in their own artwork and works from diverse cultures and historical periods, using more detail about the subject matter</li> </ul> <p><b>INSTRUCTIONAL STRATEGIES:</b></p> <ul style="list-style-type: none"> <li>• Reading aloud, show picture books</li> <li>• Reproductions/slides/videos</li> <li>• Visual samples</li> <li>• Field trips</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions</li> <li>• Teacher demonstrations</li> <li>• Cooperative learning/reciprocal teaching</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Students write sentences about one work of art commenting on subject matter and/or ideas portrayed</li> <li>• Students plan, organize, select and display art works in a school “gallery” or “museum”</li> <li>• Students use teacher’s reproductions to hang an exhibition of artworks and artifacts displaying different artists’ styles and techniques. Students must write two or three sentences telling why the work was selected.</li> <li>• Students will explore the work of one artist and then create an art work in that artist’s style or medium; e.g.: Picasso’s Cubism, Monet’s Impressionism, Oriental ink paintings, Mexican ceramics, Romare Bearden’s collages</li> <li>• After studying Northwest Native Americans, students construct totem poles using paper towel tubes covered with brown paper. Draw images of animals using black and red marker and white crayon on the roll. Cut wings, decorate and glue to totem pole.</li> </ul> |

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| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p>G. Recognize the function of rehearsals and practice sessions.</p> <p>H. Handle materials, equipment and tools safely at work and performance spaces.</p> <p>I. Identify arts events that take place in schools and communities.</p> <p>J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or works of others.</p> <p>K. Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities</p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 3 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Know and understand that certain arts techniques and processes require practice and repetition for mastery.</li> <li>■ Use art materials and tools in a safe and responsible manner.</li> <li>■ Know about arts events taking place in the community.</li> <li>■ Be able to research artists, cultures, techniques and processes.</li> <li>■ Develop, use, and retain an art vocabulary.</li> </ul> <p><b>Rationale:</b></p> <p>An artist must have familiarity and facility with various art media. He/she must be aware of and respect safety precautions when handling art media. Artists often use research tools (internet, library) to gather information about subject matter, other artists' work, and techniques and processes. Once the art is made, an artist is anxious to have his/her work displayed. Students need to know where to look to gain information on arts exhibits and performances, and how to find information on arts related issues</p> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Know differences among materials, techniques, and processes</li> <li>• Handle art materials/supplies safely</li> <li>• Identify materials used</li> <li>• Identify issues of cleanliness related to the arts</li> <li>• Recognize some mechanical/electrical equipment</li> <li>• Identify methods for storing art materials</li> <li>• Be able to research artists, cultures, techniques and processes in the IMC, with the help of librarian or teacher.</li> <li>• Be able to use the internet for research on artists, cultures, art history, art techniques and processes, with the help of the computer teacher or other adult supervision.</li> <li>• Use measurement skills to make simple constructions</li> <li>• Know and use traditional technologies in the creation of works of art, e.g. charcoal, pigments, clay, needle/thread, quill pens, tools for wood carving.</li> <li>• Know and use contemporary technologies, e.g., CD's., software, polymers, clays, cameras, computers, the Internet</li> <li>• Continue to develop facility in the use of computer paint programs (KidPix, ClarisWorks)</li> </ul> <p><b>INSTRUCTIONAL STRATEGIES:</b></p> <ul style="list-style-type: none"> <li>• Reproductions/slides/videos</li> <li>• Visual samples</li> <li>• Field trips, brainstorming, problem solving</li> <li>• Cooperative learning, reciprocal teaching</li> <li>• Guest artist presentations</li> <li>• Class discussions, teacher demonstrations</li> <li>• Walking maps of Philadelphia neighborhoods showing the location of community arts venues</li> </ul> <p><b>SAMPLE LESSONS:</b></p> <ul style="list-style-type: none"> <li>• If possible, teacher might secure a video about computer animation or computer aided drafting. Use these as the basis for class discussions; note that many new releases on DVD have extra footage showing "the making of..."</li> <li>• Students will discuss the proper use and handling of various art materials available for their use</li> <li>• Students will act as peer tutors or teachers, showing other students new arts techniques and processes</li> </ul> |

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| <p><b>Literacy/Cultural Connections:</b></p> <ul style="list-style-type: none"> <li>• Museum and gallery brochures.</li> <li>• Playbills from music, dance and dramatic performances.</li> <li>• Philadelphia Magazine monthly calendar of regional arts exhibits and performances.</li> <li>• The Philadelphia Inquirer Weekend section and Sunday Arts section calendar of events.</li> <li>• Labels and directions for use of various art media and tools: Safe usage, warnings, caveats, etc.</li> <li>• Crayola Dreammakers' Series</li> <li>• There are innumerable books written for children about art and artists; consult Crystal Productions catalogue and Davis Publications Catalogue to start.</li> </ul> <p><b>Intervention Resources:</b><br/> <i>Discovering Art History</i>, Davis<br/> <i>Crayola Dreammakers' Series Children, Clay &amp; Sculpture</i>, Cathy Topal<br/> <i>Children &amp; Their Art</i>, Hurwitz and Day<br/> <i>Emphasis Art</i>, Wachowiak and Clements<br/> <i>The Art Pack</i><br/> <i>How Artists See Series</i>, Carroll<br/> <i>Molly Meets Mona and Friends</i>, Minnerly and Walker<br/> <i>I Can Fly</i>, video series<br/> <i>Squeaking of Art</i>, Wellington<br/> <i>When Pigasso Met Mootisse</i>, Laden</p> | <p><b>PSSA</b></p> <p>What is the best unit to describe the amount of glue in our glue bottles?</p> <p>A. ounces<br/> B. cups<br/> C. pints<br/> D. quarts</p> <p>Answer: A. ounces</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Use of appropriate art vocabulary</li> <li>• Student demonstration of safe handling of art materials</li> <li>• Student demonstration of a new technique for using familiar art materials e.g.: dry brush, stipling, blending of colors of oil pastels, chalks, wet into wet, wet onto dry, washes, scraffito for decoration.</li> <li>• Research assignments on the internet or in the IMC, such as gathering information on a particular artist or art form or theme.</li> <li>• Find out what is on exhibit at PMA or PAFA and report back to class.</li> <li>• Write about a field trip to a gallery or museum.</li> <li>• Create rubrics that address the PA Standard Statements for grade level.</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Advanced students may serve as curators for a student-created gallery or museum in the school.</li> <li>• Find mural art within walking distance of the school or student's home. Ask student to write a paragraph about the mural, discussing its theme, style, and community reaction to it.</li> <li>• Advanced students may work as a group to develop ideas for a mural of their own. Students will describe the steps necessary for its execution. The same assignment may be given for a piece of public art or sculpture.</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Have ELL students read labels and warnings printed in their native language and translate these orally and in writing for class.</li> <li>• Ask students to bring to class newspapers and magazines in their native language. Ask these students to find Arts listings and translate them for the rest of the class.</li> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> <li>• Student "buddies" to help physically challenged students use tools and materials</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <b>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</b> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/> [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> <li>• Student "buddies" to help physically challenged students use tools and materials</li> </ul> <p><b>Home and Community Connections</b></p> <p>Observe family members doing household tasks and chores. Students will list the steps that must be taken to accomplish the task. Also, list any and all safety precautions that must be taken.</p> <p>Students will find out about local arts groups in their communities, Taller Puertoricano, Point Breeze Art Center, Fleisher Art Memorial, etc. They will share their findings with the class.</p> <p>Encourage students to visit these places with their parents or an older sibling.</p> <p>Ask a parent or older sibling to accompany student to Staples, CompUSA or the like, and observe the many paint and draw programs available for purchase. Ask clerk to demonstrate them if possible.</p> |

**GRADE 3: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts****PA Standard Statements**

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

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

**C. Relate works in the arts to varying styles and genre and to the periods in which they were created.**

**Performance Content Descriptors**

**By the end of grade 3 students will be able to:**

■ Identify works of art as belonging to particular cultures, times, and places.

■ Create art based on historical and cultural ideas.

**Rationale:**

Some anthropologists and historians consider art “the first language”. The story of homo sapiens can be traced through his art and artifacts. Art is a mirror of the time and place in which it is made. One can read the history of countries and civilizations through the art works produced in /by them. Creating works of art brings together all the core disciplines of learning. Works of art provide the viewer with a glimpse of the advancement of human knowledge and invention at the time of their creation.

**VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS****INSTRUCTIONAL MODEL**

- Understand that art has been created in all cultures and times
- Understand that art looks different because of the time period in which it was created and the culture in which it was created
- Identify works of art as belonging to particular cultures, times, and places
- Understand that art is the result of many influences including knowledge, skills and experiences
- Identify ways in which the works of art are different or similar in function
- Recognize in broad terms the cultural origins of art and artifacts from diverse cultures and historical periods
- Identify dominant images, symbols and ideas in works of art and artifacts.
- Recognize art forms such as portrait, sculpture, landscape, seascape, statue, sketch, bust, mural, print
- Discriminate between realistic and abstract representation in works of art and artifacts
- Know about the artists (basic background and details such as name, home nation or place, and unique traits such as media, subject matter)

**INSTRUCTIONAL STRATEGIES:**

- Reproductions/slides/videos
- Visual samples
- Field trips, brainstorming, problem solving
- Cooperative learning, reciprocal teaching
- Guest artist presentations
- Class discussions,
- Teacher demonstrations, teacher modeling

**SAMPLE LESSONS**

- Look at art and artifacts created by various Native American peoples such as the long houses of the Iroquois, the pottery of the Pueblos, the tipi of the Sioux, the totem poles of the Algonquin, and the woven blankets of the Navajo. Discuss how the environment plays an important part in the making of art.
- Visit the period rooms at the PMA. Students will compare and contrast two or three of their favorite rooms and record their findings in writing. What can we learn about the people who lived there? What can we learn about the civilization that produced the artifacts and furnishings in these rooms? Students will make a period room diorama based on an historical civilization or time period of their choice.
- Read Greek mythological stories or African folk tales. Students will select a myth or story character and make a model magic or paper mache figure based on the selected character, paying special attention to clothing, tools, etc.
- Show examples of prehistoric cave paintings and petroglyphs. Crumple a sheet of brown kraft paper, and smooth it. On this paper students will do “cave paintings” based on a teacher- selected theme using charcoal and color chalk.

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><i>Art Smart</i>, Susan Rodriguez<br/> <i>Culture Smart</i>, Susan Rodriguez<br/> <i>Art From Many Hands</i><br/> <i>Global Art</i>, Kohl and Potter<br/> <i>The Kids' Multicultural Art Book</i>, Terzian<br/> <i>Brown Bag Ideas from Many Cultures</i>, Tejada</p> <p><b>Literacy/Cultural Connections:</b><br/> <i>Literacy Through the Arts Reading Series, Grade 3</i> - William Penn Foundation<br/> <i>Pecos Bill</i>, Stuart Kellog<br/> <i>John Henry</i>, Julius Lister<br/> <i>Three Strong Women</i>, Claus Stam<br/> <i>The Bunyons</i>, Audrey Wood<br/> <i>Kodomo Children of Japan</i>, Susan Kuhn<br/> <i>Bringing the Rain to Kapiti Plain</i>, Aardema<br/> <i>Dancing Tepees</i>, Sneve<br/> <i>Getting to Know the World's Greatest Artists series</i>, Mike Venezia</p> <p><b>Intervention Resources:</b><br/> <i>Emphasis Art</i>, Wachowiak and Clements<br/> <i>Discover Art, Vol.3</i>, Laura Chapman<br/> <i>The Japanese</i>, Clare Doran<br/> <i>Children and Their Art</i>, Hurwitz and Day<br/> <i>Indian Legacy (video)</i><br/> <i>Art, Culture and Environment</i>, McFee and Degge<br/> <i>Textile Math Multicultural Explorations Through Patterns</i>, Franco<br/> <i>The Special Artist's Handbook</i>, Susan Rodriguez<br/> <i>The Art Teacher's Book of Lists</i>, Helen Hume</p> | <p><b>PSSA</b><br/> Students read a lengthy text about The Parthenon, and a myth about the goddess Athena. They must answer questions based on the text<br/> A familiarity with Greek architecture and Greek myths would prove very helpful.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Journals - personal written comments and descriptions pertaining to media, techniques and processes</li> <li>• Teacher/student interviews portfolios – best work</li> <li>• Rubrics</li> <li>• Anecdotal record</li> <li>• Teacher/student logs</li> <li>• Exhibitions</li> <li>• Audio tapes, video tapes</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Research the places depicted in some famous paintings, such as, Lautrec's Moulin Rouge, Monet's Giverny, Romare Bearden's Harlem. Ask students to compare the painting with a photograph of the actual place. Students will write a few sentences about the artist's rendering of the location depicted</li> <li>• Study the sculptures of Marisol. Students may then do a humorous self-portrait sculpture in the style of Marisol.</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Observe how simple everyday activities can be subject matter for works of art.</li> <li>• Observe a close relative at home, make a picture of that person paying special attention to clothing, accessories, tools. Observe the same relative dressed to go to a party, to church, to work. Make a second picture depicting the relative in this different clothing. Note how clothing, tools and accessories can provide contextual clues about the work of art.</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Ask students to make a painting or drawing of a neighborhood market or store in their native land. Help the student to write a few sentences telling about the place shown in the painting drawing.</li> <li>• Have students make pictures or small assemblages depicting ethnic holidays and/or festivals such as Lunar New Year Celebrations, Three Kings Day, etc. Ask students to share some stories or memories about the festival.</li> </ul> <p><b>Students with Disabilities</b><br/> All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> <li>• Student "buddies" to help physically challenged students use tools and materials</li> </ul> |

**GRADE 3: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>D. Analyze a work of art from its historical and cultural perspective.</b></p> <p><b>E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.</b></p> <p><b>F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.</b></p> <p><b>G. Relate works of art to geographic regions: Africa, Asia, Australia, Europe, Central America, North America, South America.</b></p> <p><b>H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theater, and visual arts.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 3 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Identify works of art as belonging to particular cultures, times, and places.</li> <li>■ Create art based on historical and cultural ideas.</li> </ul> <p><b>Rationale:</b></p> <p>Works of art are more than just illustrations, they are historical documents which contain important information about the human experience. By learning about and analyzing works of art from different times and cultures, students increase their visual literacy as they broaden their historical, cultural and social perspectives.</p> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Understand that there are various purposes for creating works of visual art</li> <li>• Describe how personal experiences influence the development of an individual's artwork and the artwork of others</li> <li>• Understand how people of diverse cultures celebrate events by studying paintings, prints, drawings, etc.</li> <li>• Recognize, share, and compare family traditions through the visual arts</li> <li>• Identify and describe traditional food, customs and forms of dress in relation to one's cultural heritage</li> <li>• Students will recognize and explore their own identities and cultures through the visual arts</li> <li>• Students will describe what makes a portrait</li> <li>• Study portraits of famous people of various races, gender and cultures</li> <li>• Understand the concept of self-portrait</li> <li>• Identify different classifications of buildings, such as residential, industrial, recreational, religious, monumental and institutional</li> <li>• Develop a basic architectural vocabulary</li> <li>• Study architecture, architectural elements and landmarks in the school neighborhood</li> <li>• Identify and describe different kinds of architecture and architectural elements in the neighborhood</li> <li>• Students will read about the lives of recognized Pennsylvania artists. Students will identify and describe, orally and in writing, the art works created by these artists. They will learn about their talents and achievements, and the influences on their work.</li> </ul> <p><b>INSTRUCTIONAL STRATEGIES:</b></p> <ul style="list-style-type: none"> <li>• Reproductions/slides</li> <li>• Videos tapes/visual samples</li> <li>• Field trips,</li> <li>• Brainstorming, problem solving</li> <li>• Cooperative learning/ reciprocal teaching</li> <li>• Guest artist presentations</li> <li>• Class discussions, teacher demonstrations</li> </ul> <p><b>SAMPLE LESSONS:</b></p> <ul style="list-style-type: none"> <li>• Students will create a paper quilt based on a cultural motif as a class project.</li> <li>• Design and decorate the door and door frame of the classroom using a variety of media (e.g. paint, paper, markers) in different architectural styles: Greek, Romanesque, Gothic, etc. Class will choose one design to enlarge and decorate the doorway.</li> <li>• Show examples of traditional articles of clothing from diverse cultures such as kimonos, saris, ponchos, shawls, tunics. Draw and cut a figure out of oaktag. Using construction paper and markers, dress the figure with a traditional article of clothing.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>Literacy/Cultural Connections:</b><br/> <i>Art of Ancient Rome</i>, Shirley Glubok<br/> <i>The Moon Was At a Fiesta</i>, Winter<br/> <i>Round Building, Square Building, Buildings That Wiggle Like Fish</i>, Phillip Isaacs<br/> <i>Apt. 3</i>, Keats<br/> <i>Night on Neighborhood Street</i>, Greenfield<br/> <i>Chicken Sunday</i>, Polacco<br/> <i>Just like Me: Stories and Self Portraits by 14 Artists</i>, Rohmer<br/> <i>Literacy Through the Arts Reading Series, Grade 3</i> - William Penn Foundation</p> <p><b>Intervention Resources:</b><br/> <i>The Art Teacher's Book of Lists</i>, Helen Hume<br/> <i>Culture Smart</i>, Susan Rodriguez<br/> <i>Hands on Culture series</i><br/> <i>Crafts from the Past series</i><br/> <i>Andy Warhol: Paintings for Children</i>, Neysters</p> | <p><b>PSSA</b><br/> Students read from a lengthy passage about Greek architecture. They must answer questions based on the text.</p> <ol style="list-style-type: none"> <li>The Parthenon is an excellent example of a Greek temple built for the goddess Athena. It is unique because it has which of the following architectural features? <ol style="list-style-type: none"> <li>Doric and ionic columns, a frieze, and 4 chimneys</li> <li>Doric and ionic columns, window shutters, and metopes</li> <li>Window shutters, 4 chimneys, and a frieze</li> <li>Doric and ionic columns, a frieze, and metopes</li> </ol> </li> <li>Based on the text above, which statement is correct?<br/> Answer:<br/> D. Doric and ionic columns, a frieze, and metopes</li> </ol> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>Journals</li> <li>Teacher/student interviews</li> <li>Portfolios</li> <li>Rubrics</li> <li>Anecdotal record</li> <li>Teacher/student logs</li> <li>Exhibitions</li> <li>Audio tapes, video tapes</li> <li>Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>For Students at the Advanced Level</b><br/> Students will paint a mural whose subject is children of the world in their native dress.</p> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>Students should be encouraged to observe their family's cultural traditions and report back to class their observations.</li> <li>Students may interview an older family member about ethnic traditions in his/her native homeland, perhaps on audio tape, to share with class.</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>Provide visual examples and hands-on demonstrations</li> <li>Allow students to respond in native language then use appropriate resources to translate their own response into English</li> <li>Students share with class samples of art and crafts from their own cultural background</li> <li>Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b><br/> All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/> [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>Provide visual examples and hands-on demonstrations</li> <li>Step-by-step instruction (task assessment)</li> <li>Charts, diagrams, kinesthetic response</li> <li>Diverse cooperative learning groups</li> <li>Provide accommodation in terms of process or product</li> <li>Student "buddies" to accompany students w/disabilities on field trips or to help with process or technique</li> </ul> |

**GRADE 3: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts****PA Standard Statements**

**I. Identify, explain, and analyze philosophical beliefs as they relate to works in the arts.**

**J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.**

**K. Identify, explain and analyze traditions as they relate to works in the arts.**

**L. Identify, explain and analyze common themes, forms and techniques from works in the arts.**

**Performance Content Descriptors**

**By the end of grade 3 students will be able to:**

■ **Identify the historical, cultural and social context of an individual work in the arts.**

**Rationale:**

Works of art can reveal a plethora of information about the time and place they were made. Much can be learned about the society that produced the artwork or artifact just by studying the product itself. As the aphorism states, "...one picture is worth a thousand words..." Learning how to "read" a work of art can reveal the beliefs, values, religious and cultural practices, and level of technological advancement of any societal group - from the first homo sapiens up to and including 21st century man. Cultivating these skills in our students will enable them to better understand the world around them and their place in it.

**VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS****INSTRUCTIONAL MODEL**

- Identify works of art belonging to particular cultures, times, and places
- Create art based on historical and cultural ideas
- Select and use visual images, themes, and ideas in their own works of art
- Understand that there are various purposes for creating works of visual art
- Identify the purpose for the creation of artworks and artifacts (beauty, personal expression, functional, emotional release, document an event, etc.)
- Identify the idea conveyed by the work of art (honor, love, war, and other ideas or ideals)
- Describe how personal experiences influence the development of the individual's artwork and the artwork of others
- Read about the lives of recognized artists and the many influences on their work: cultural heritage, economic status, religious/philosophical beliefs, education, or experience
- Describe the characteristics of works of art by these artists, orally and in writing

**INSTRUCTIONAL STRATEGIES:**

- Reproductions/slides
- Videos tapes/visual samples
- Field trips,
- Brainstorming, problem solving
- Cooperative learning/ reciprocal teaching
- Guest artist presentations
- Class discussions, teacher demonstrations

**SAMPLE LESSONS**

- After looking at reproductions of masks from diverse cultures, discuss the role of masks in diverse societies. Students will construct a mask from paper and a variety of materials, using animals as the theme. Ask students to decide the use for their mask: drama, ritual, fantasy, play? Students will write one or two sentences, using appropriate vocabulary, telling about their mask, its intended use, cultural inspiration, etc.
- Create a work of art using, a variety of materials, based on a personal experience (a visit to the local firehouse, birth of a sibling, participation in a baseball game, etc.)
- Describe orally and in writing how this experience influenced their artwork
- Art with a message: students create a magazine collage based on a theme. The students must use the images to communicate a thought or idea (i.e. it must be more than just a bunch of pasted pictures)

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><i>Take 5 Art Prints</i>, Crystal Productions</p> <p><i>Philadelphia Museum of Art Teaching Posters</i></p> <p><i>Portfolio Prints</i>, Crystal Productions</p> <p><i>Getty Multicultural Art Prints</i>, distributed by Crystal Productions</p> <p><i>Art is...</i>, Raczka</p> <p><i>History Through Art Timeline</i>, Crystal Productions</p> <p><i>Art Connections</i>, Thompson and Loftus</p> <p><i>Discovering Art History</i>, Davis</p> <p><i>History Through Art and Architecture series</i>, Alarion Press</p> <p><i>Look and Do Videos and Workbooks</i>, Alarion Press</p> <p><b>Literacy/Cultural Connections:</b></p> <p><i>Getting to Know The World's Greatest Artists series</i>, Venezia</p> <p><i>Hands on Culture series</i>, Rohmer</p> <p><i>Art is...</i>, Raczka</p> <p><i>Scholastic Art</i> bimonthly publication</p> <p><i>Literacy Through the Arts Reading Series, Grade 3</i> - William Penn Foundation</p> <p><b>Intervention Resources:</b></p> <p><i>Discovering Art History</i>, Davis</p> <p><i>Children, Clay &amp; Sculpture</i>, Cathy Topal</p> <p><i>Children &amp; Their Art</i>, Hurwitz and Day</p> <p><i>Emphasis Art</i>, Wachawiak and Clements</p> <p><i>Composition in Gray &amp; Black No.1</i>, James Abbott McNeil Whistler</p> | <p><b>PSSA</b></p> <p>Students are asked to read a lengthy passage about Native American Bead Weaving. They must answer questions based on the text.</p> <p>According to this passage, which statement accurately tells how the Native Americans acquired colored glass beads to weave them on their clothing, jewelry, moccasins, and blankets?</p> <p>A. Native Americans made the beads from colored rocks.</p> <p>B. Native Americans wove the beads into their moccasins.</p> <p>C. Italians brought beads to America and sold them to the Native Americans.</p> <p>D. French traders brought beads from Italy and traded them to the Native Americans for furs.</p> <p>Answer: D. French traders brought beads from Italy and traded them to the Native Americans for furs.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Journals</li> <li>• Peer/class critiques</li> <li>• Rubrics/Anecdotal records</li> <li>• Teacher/student logs</li> <li>• Portfolio.</li> <li>• Audio tapes, video tapes</li> <li>• Exhibitions</li> <li>• Student homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Students will note family ethnic and cultural traditions involving the making of works of art or artifacts, e.g. Ukrainian or Polish Pysanky Eggs. Mexican retablos, Italian Creches, Oriental scroll painting, Indian henna body adornment, German gingerbread houses. They will write a short story about their favorite tradition.</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Allow students to respond in native language then use appropriate resources to translate their own response into English</li> <li>• Students share with class samples of art and crafts from their own cultural background</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.</p> <p>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> <li>• Student "buddies" to accompany students with disabilities on field trips or to help with process or technique</li> </ul> |

**GRADE 3: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.3. Critical Response****PA Standard Statements**

**A. 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.**

**B. Know that works in the arts can be described by using the arts' elements, principles and concepts.**

**C. Know classification skills with materials and processes used to create works in the arts.**

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

**E. Recognize and identify types of critical analysis in the arts and humanities: Contextual criticism, Formal criticism, Intuitive criticism.**

**F. Know how to recognize and identify similar and different characteristics among works in the arts.**

**G. Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities.**

**Performance Content Descriptors**

By the end of grade 3 students will be able to:

- Understand that there are various purposes for creating works of visual art.
- Describe how personal experiences influence the development of the individual's artwork and the artwork of others.
- Understand and reflect on different responses to the same work of art.

**Rationale:** Disgruntled artists often complain that, "everybody's a critic!" However, by teaching students the skills needed to develop a trained eye and to acquire visual literacy will help them attain higher order thinking skills. It will also help them gain the ability to make informed choices as consumers of every day objects as well as educated viewers of art works and performances. What artist or performer wouldn't appreciate educated eyes and ears?

**VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS****INSTRUCTIONAL MODEL**

- Look at and discuss a variety of works of art and artifacts that exemplify art makers from diverse cultures and historical periods
- Understand that art/artifacts are created for a variety of reasons (beauty, personal expression, functional, emotional release, documentation of an event)
- Understand that students can have similar and different descriptions of the same art work
- Describe and express an opinion about a work of art using basic art vocabulary
- Respect, appreciate and value the responses and opinions of others
- Understand and value one's own artwork and that of one's peers and others
- Recognize that reflection is important for understanding and improving one's own artwork
- Read short stories about artists; write sentences about their lives and their art
- Develop, use and retain an art vocabulary
- Understand and value one's own art and that of one's peers through participation in classroom, school and citywide art exhibitions and competitions
- Compare and contrast works of art and analyze the work utilizing art vocabulary

**INSTRUCTIONAL STRATEGIES:**

- Reading aloud, show picture books
- Reproductions/slides/videos
- Visual samples
- Field trips
- Brainstorming, problem solving
- Class discussions
- Teacher demonstration

**SAMPLE LESSONS:**

- Teacher will facilitate a class discussion on "What an art critic does". Teacher will introduce class to the critical process, listing key points on a wall chart.
- Students will look silently at one famous work of art for one minute; teacher will then remove the work from students' view. Students will discuss what they saw respecting each other's opinions. Students will then write a short formal criticism of the same work of art.
- Students choose one piece of art from their portfolio for a school exhibition. After discussing the reasons for selecting a particular piece, students will write a rationale, which will be displayed with the artwork.
- Talk about and show the work of specific artists; discuss their backgrounds including time period in which they worked, education/training, etc. Students write sentences about one work of art commenting on their opinion of the work using appropriate art vocabulary

## PENNSYLVANIA STATE STANDARD:

**9.3. Critical Response**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><i>Take 5 Art Prints</i>, Crystal Productions</p> <p><i>Philadelphia Museum of Art Teaching Posters</i></p> <p><i>Portfolio Prints</i>, Crystal Productions</p> <p><i>Getty Multicultural Art Prints</i>, distributed by Crystal Productions</p> <p><i>Discovering Art History</i>, Davis</p> <p><i>History Through Art and Architecture series</i>, Alarion Press</p> <p><i>Look and Do Videos and Workbooks</i>, Alarion Press</p> <p><b>Literacy/Cultural Connections</b></p> <p><i>Ancient Egypt People</i>, Sarah McNeill</p> <p><i>Annie's Gifts</i>, Angela Shelf Medearis</p> <p><i>Arrow to the Sun</i>, Gerald McDermott</p> <p><i>Incas</i>, Peter Chrisp</p> <p><i>Mayans</i>, Peter Chrisp</p> <p><i>Chinese Mirror</i>, Ginsburg</p> <p><i>Chinye: A West African Folk Tale</i>, Onyefulu</p> <p><i>Picture This</i>, Bang</p> <p><i>Architecture for Kids</i>, Kancyk</p> <p><i>Scholastic Art</i>, bimonthly publication</p> <p><i>Getting to Know The World's Greatest Artists series</i>, Venezia</p> <p><i>William Penn Foundation – Literacy Through the Arts Reading Series, Grade 3</i></p> <p><b>Intervention Resources</b></p> <p><i>How Artists See series</i>, Carroll</p> <p><i>I Can Fly</i>, video series</p> <p><i>Oxford First Book of Art</i>, Wolf</p> | <p><b>PSSA</b></p> <p>Students are asked to read a passage about the artist, Georgia O'Keefe. They must answer questions based on the text.</p> <p>What statement best summarizes the passage?</p> <p>A. O'Keefe became a famous artist because she expressed herself in a unique and vibrant way of painting.</p> <p>B. O'Keefe painted only the whole object in many bright colors.</p> <p>C. O'Keefe did not like to paint indoors.</p> <p>D. O'Keefe painted pictures of people and the beach.</p> <p>Answer: A. O'Keefe became a famous artist because she expressed herself in a unique and vibrant way of painting</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Journals</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Teacher/student logs</li> <li>• Exhibitions</li> <li>• Audio tapes, video tapes</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>For Students at the Advanced Level:</b></p> <p>Students will help teacher “curate” an exhibition of student work.</p> <p>Students may write an “Art Critic’s Corner” for school newspaper discussing exhibits, plays, and concerts of interest.</p> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Ask students to observe and record in a series of sketches some buildings in their neighborhood, paying special attention to architectural features.</li> <li>• Interview an older relative about the style of architecture popular when he/she was young or lived in another country. Report back to class.</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Allow students to respond in native language then use appropriate resources to translate their own response into English</li> <li>• Students share with class samples of art and crafts from their culture and tell classmates about them</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.</p> <p>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> <li>• Student “buddies” to accompany students w/disabilities on field trips or to help with process or technique</li> </ul> |

**GRADE 3: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.4 Aesthetic Response****PA Standard Statements****VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS**

**A. Know how to respond to a philosophical statement about works of arts and humanities.**

**B. Know how to communicate an informed individual opinion about the meaning of works in the arts.**

**C. Recognize that the environment of the observer influences individual aesthetic responses to works in the arts.**

**D. Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities.**

**Performance Content Descriptors**

By the end of grade 3 students will be able to:

■ Know how to respond to a philosophical statement about works in the arts and humanities.

■ Know how to communicate an informed opinion about the meaning of works in the arts.

**Rationale:**

What is considered beautiful by one society or one period of history may be different from that of another. An introduction to the study of aesthetics and an understanding of the cultural influences that help to shape these values will serve as a tool to increase our students understanding of diverse cultural groups and will enable them to better understand the world around them and their place in it.

**INSTRUCTIONAL MODEL**

- Look at and discuss a variety of works of art and artifacts that exemplify art makers from diverse cultures and historical periods
- Know that personal preference is not the primary criterion for evaluating art and artifacts
- Express opinions and make choices concerning art works using their knowledge of art and appropriate art vocabulary
- Know about the artists: e.g., basic background and details (such as name, home nation or place), and unique traits (such as media, subject matter and style)
- Identify works of art of similar style or technique, e.g., art by one artist or art from one movement
- Identify visual clues in works of art that influence the meaning in an art work
- Compare similarities in elements, media, technique and objects in several works of art and artifacts.
- Verbalize associations and references in observing art, e.g., "This sounds like..." "Reminds me of..."
- Define expressive qualities, e.g. sights, sounds, smells and moods, and identify these qualities in the work of art
- Understand that choice of materials and techniques influences the expressive quality of the work of art
- Listen to verbal and written comments of peers, teachers, poets, artists, critics or historians about a work of art or artifact
- Read short stories about artists; write a composition about their lives and their art

**SAMPLE LESSONS**

- Students will observe and reflect on selected paintings of battles and discuss why the artists created them. Students will select their favorite painting and write a paragraph explaining their choice based on evidence found in the painting. Students will present and debate their choices using the paragraphs they wrote on the battle scenes.
- Students will study and compare Eastern and Western dragons. They will make brush paintings on hanging scrolls using India ink on paper depicting Eastern dragons, which symbolize superior beings such as rulers and sages, or auspicious events, such as rain.

## PENNSYLVANIA STATE STANDARD:

**9.4 Aesthetic Response**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><i>Take 5 Art Prints</i>, Crystal Productions</p> <p><i>Philadelphia Museum of Art Teaching Posters</i></p> <p><i>Portfolio Prints</i>, Crystal Productions</p> <p><i>Getty Multicultural Art Prints</i>, distributed by Crystal Productions</p> <p><i>Discovering Art History</i>, Davis</p> <p><i>History Through Art and Architecture series</i>, Alarion Press</p> <p><i>Look and Do Videos and Workbooks</i>, Alarion Press</p> <p><b>Literacy Connections</b></p> <p><i>Getting to Know the World's Greatest Artists series</i>, Venezia</p> <p><i>Look! Zoom in on Art</i>, Wolfe</p> <p><i>Can You Find It?</i>, Crystal Productions</p> <p><i>Can You Find It Too?</i>, Crystal Productions</p> <p><i>Art Up Close</i>, Crystal Productions</p> <p><i>More Than Meets The Eye: Seeing Art with All Five Senses</i>, Raczka</p> <p><i>No One Saw: Ordinary Things Through the Eyes of Artists</i>, Raczka</p> <p><i>William Penn Foundation – Literacy Through the Arts Reading Series, Grade 3</i></p> <p><b>Intervention Resources</b></p> <p><i>CD – ROM, A is for Art, C is for Cezanne</i>, (Philadelphia Museum of Art)</p> <p><i>Art: An A-Z Guide</i>, Greenway</p> <p><i>The Art Pack</i>, Fraylinger, Fraylinger, Van Der Weeden</p> | <p><b>PSSA</b></p> <p>Students are asked to read a passage about the artist, Georgia O'Keefe. They must answer questions based on the text.</p> <p>What statement best summarizes the passage?</p> <p>A. O'Keefe became a famous artist because she expressed herself in a unique and vibrant way of painting.</p> <p>B. O'Keefe painted only the whole object in many bright colors.</p> <p>C. O'Keefe did not like to paint indoors.</p> <p>D. O'Keefe painted pictures of people and the beach.</p> <p>Answer: A. O'Keefe became a famous artist because she expressed herself in a unique and vibrant way of painting.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Written and oral critiques of student's own artwork, and of the artworks of others</li> <li>• Journals</li> <li>• Portfolio</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Teacher/student logs</li> <li>• Exhibitions</li> <li>• Audio tapes, video tapes</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>For Students at the Advanced Level</b></p> <p>Ask students to think about the following and respond both orally and in writing:</p> <p>Can an object found in nature be considered a work of art?</p> <p>Do you have to know the artist's intention to appreciate the artwork?</p> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Have students ask parents and other family members what they consider to be art. Report back to class.</li> <li>• Ask parents and older family members what criteria they use to decide if something is beautiful? Ugly?</li> <li>• What questions do they ask themselves when shopping for clothing and accessories? For furniture?</li> <li>• How important is an object's appearance?</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Allow students to respond in native language then use appropriate resources to translate their own response into English</li> <li>• Students share with class samples of art and crafts from their own cultural background and tell classmates about them</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.</p> <p>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> <li>• Student "buddies" to accompany students w/disabilities on field trips or to help with process or technique.</li> </ul> |



**Core Curriculum**

**GRADE 4: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>A. Know and use the elements and principles of each art form to create works in the arts and humanities.</b><br/> <b>Elements:</b> color, form/shape, line, space, texture, value (visual arts)<br/> <b>Principles:</b> balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony</p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 4 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Identify the elements, principles, and expressive features in works of art.</li> <li>■ Solve visual arts problems by applying elements, principles, and expressive features of art.</li> </ul> <p><b>Rationale:</b><br/> Each field of study has fundamental core knowledge and understandings that are basic to learning and doing in that field. In the visual arts, these are known as the elements and principles of art. In order to talk about art or to make art (beyond infantile scribbles), a working knowledge of and familiarity with the elements and principles of art is required.</p> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Be able to distinguish between the principles of art, and identify principles in art in everyday objects and nature</li> <li>• Identify and use primary and secondary colors, warm and cool colors and complementary, and analogous colors</li> <li>• Know about foreground, middle ground and background</li> <li>• Describe orally and in writing, using the appropriate vocabulary, the meaning, message and/or mood in a work of art or artifact</li> <li>• Identify and describe textures by touch and appearance in many things</li> <li>• Show texture in one's art work</li> <li>• Duplicate forms in same, smaller and larger sizes</li> <li>• Know about proportion</li> <li>• Identify and describe the mood of colors of different value</li> <li>• Create colors of different value and use them in one's own original art</li> <li>• Identify unity and movement in art, everyday objects and nature</li> <li>• Show and explain the use of texture, balance, unity, movement, proportion in their art</li> <li>• Be able to explain the purpose of balance, imbalance, movement and unity in one's art work</li> <li>• Understand that drawings can be based on direct observation</li> <li>• Develop use and retain an art vocabulary</li> </ul> <p><b>INSTRUCTIONAL STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Color wheel, color/shape charts</li> <li>• Teacher demonstration and modeling</li> <li>• Reading aloud, show picture books, color wheel chart</li> <li>• Show reproductions, slides, videos</li> <li>• Show examples of student work</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions and critiques</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Students will view and identify the use of unity, rhythm, balance and proportion in examples of architecture found in diverse cultures.</li> <li>• Using basic geometric shapes of warm-cool colors and large and small overlapping shapes, students will create collages of cityscapes found in diverse cultures. The collages must show the illusion of depth.</li> <li>• After exhibiting and viewing the cityscapes, students will write letters incorporating appropriate art vocabulary describing the collage cityscape they would most like to inhabit. Students will exchange the letters and place the letters around the collage they think they describe.</li> <li>• Create an underwater scene using cool colors and cut and torn paper shapes with diluted white glue and brushes. Emphasize the principles of movement, unity and balance in the composition.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><i>Take 5 Art Prints</i>, Crystal Productions</p> <p><i>Philadelphia Museum of Art Teaching Posters</i></p> <p><i>Elements of Art and Principles of Design Posters (elementary level)</i>, Crystal Productions</p> <p><i>Portfolio Prints</i>, Crystal Productions</p> <p><i>Getty Multicultural Art Prints</i>, distributed by Crystal Productions</p> <p><i>History Through Art and Architecture Series</i>, Alarion Press</p> <p><i>Look and Do Videos and Workbooks</i>, Alarion Press</p> <p><i>Architecture Timeline</i>, Crystal Productions</p> <p><i>The Art Teacher's Book of Lists</i>, Helen Hume</p> <p><i>Art History</i>, M. Stokstad</p> <p><b>Literacy Connections</b></p> <p><i>Swimmy</i>, Lionni<br/>June 29, 1999, Wiesner</p> <p><i>Colder Creatures, Great &amp; Small</i>, Lipman and Conrads</p> <p><i>Master Puppeteer</i>, Paterson</p> <p><i>Art is...</i>, Raczak</p> <p><i>Scholastic Art bimonthly publication</i></p> <p><i>William Penn Foundation – Literacy Through the Arts Reading Series, Grade 4</i></p> <p><i>What It Feels Like to be a Building</i>, Wilson</p> <p><b>Intervention Resources</b></p> <p><i>Emphasis Art</i>, Wachowiak and Clements</p> <p><i>Children and Their Art</i>, Hurwitz and Day</p> <p><i>Discover Art 4</i>, Chapman</p> <p><i>The Natural Way to Draw</i>, Nicolaices</p> <p><i>Drawing on the Right Side of the Brain</i>, Edwards</p> | <p><b>PSSA</b></p> <p>In a painting titled “180 Farben” or “180 Colors,” painter Gerhard Richter combined the 3 primary colors (red, blue, and yellow) to get 12 hues or colors (picture is shown in test booklet).</p> <p>How many tones of each of these hues, varying from dark to light, did he mix to get the 180 colors?</p> <p>A. 10    C. 15<br/>B. 12    D. 18</p> <p>Answer: C. 15</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Journals</li> <li>• Teacher/student interviews</li> <li>• Portfolios – best work</li> <li>• Anecdotal records</li> <li>• Rubrics</li> <li>• Class critiques</li> <li>• Teacher/student log</li> <li>• Exhibitions audio tapes, video tapes</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>For Students at the Advanced Level</b></p> <p>After viewing circus pictures by Lautrec and Seurat, paint a circus scene using tempera paints of primary and secondary colors. Add details with oil pastels of complementary colors. Composition must show depth and movement.</p> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Observe and report back to class, both orally and in writing, about how the elements and principles of art are used in advertising, clothing, architecture, interior design, books, magazines, videos, household objects and the like.</li> <li>• Take a walk around the school neighborhood, report back to class, orally and in writing, where the elements and principles of art are found. How have they been used?</li> <li>• Do the same while on a shopping trip to Center City.</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Allow students to respond in native language then use appropriate resources to translate their own response into English</li> <li>• Students share with class samples of art and crafts from their own cultural background</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> <li>• Student “buddies” to accompany students with disabilities on field trips or to help w/process or technique</li> </ul> |

## GRADE 4: VISUAL ARTS

## PENNSYLVANIA STATE STANDARD:

## 9.1 Production, Performance and Exhibition of Visual Arts

PA Standard  
Statements

## VISUAL ARTS INSTRUCTIONAL MODEL

## RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS

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

**Visual Arts: paint, draw, craft, sculpt, print, design for environment, communication, multimedia**

### Performance Content Descriptors

**By the end of grade 4 students will be able to:**

■ **Know differences among materials, techniques, and processes.**

■ **Select and use materials, techniques, and processes to communicate ideas, experiences, and stories.**

■ **Use art materials and tools in a safe and responsible manner.**

#### Rationale:

The elements and principles of art comprise the visual artist's toolbox. Production of works in the visual arts entails successful use of these tools. Learning to use the elements and principles of art is not an end in itself, rather, it is a means toward an end - the creation of a work of art.

#### INSTRUCTIONAL MODEL

- Students will develop confidence in their ability to express ideas pictorially
- Students will explore, develop control and confidence in using the following media: printing ink, colored pencils, chalk pastels, found/natural objects, paper maché, plaster, fabrics, burlap, yarn
- Students will gain increased skill in using scissors, glue and paper
- Students will learn and know how to do the following techniques and processes: draw human figures in proportion, construct paper masks and puppets, make folders and booklets, measure and fold paper properly, create three dimensional forms from a two dimensional material by using simple cuts folds and curls, make and use paper mache heads, figures and articles that can be painted, make vegetable, string, corrugated board and styrofoam prints, make printing blocks or rollers with string and felt, construct hand made books with more complexity, construct mobiles, build slab pots (scoring, joining clay), model clay figures that are strong and can stand or sit, flatten clay evenly using roller and sticks, use glaze and/or paint to decorate clay, build and paint stage scenery; do plaster casting (bas relief), sew a running and cross stitch, know how to appliqué
- Create simple animations using ClarisWorks Paint in conjunction with slide show

#### INSTRUCTIONAL MODEL

- Reproductions/slides/videos
- Field trips
- Brainstorming/problem solving
- Cooperative learning/reciprocal teaching
- Guest artist presentations, visual samples
- Class discussions
- Teacher demonstrations and modeling

#### SAMPLE LESSONS

- Compare self portraits by male and female artists, such as: Frida Kahlo, "Self Portrait", 1940; Albrecht Dürer, "Self Portrait with a Sprig of Eryngium"; Pablo Picasso, "Self Portrait with Palette", 1906; Rosalba Camera, "Self-Portrait Holding Portrait of her Sister", 1915
- Students will paint a mixed media self- portrait depicting themselves holding favorite objects and/or dressed in favorite clothing
- Students will study how parades and processions are depicted in art from diverse cultures (e.g. "Parade" by Jacob Lawrence, "Horsemen", detail from "The Procession" from the Parthenon frieze, "Parade Down Fifth Avenue" by Maurice Prendergast. Students will then create torn paper collages of parades using pictures from old magazines, colored construction paper, black markers
- Look at Edvard Munch's "The Scream" and Kandinsky's "The Storm". Find visual clues within the paintings to determine the ideas and meaning expressed in the composition. Paint a picture that conveys a specific idea or feeling

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><i>Take 5 Art Prints</i>,<br/>Crystal Productions</p> <p><i>Philadelphia Museum of Art Teaching Posters</i></p> <p><i>Getting to Know the World's Greatest Artists series</i><br/>by Mike Venezia</p> <p><i>How Artists Use...series</i></p> <p><i>Elementary Elements of Art and Principles of Design Posters</i></p> <p><i>Portfolio Prints</i>,<br/>Crystal Productions</p> <p><b>Literacy Connections</b></p> <p><i>P is For Philadelphia</i>,<br/>Temple Univ. Press</p> <p><i>People</i>, Phillip Yenawine</p> <p><i>Office of Creative and Performing Arts</i>, Literacy/Arts series</p> <p><i>Frida Kahlo: The Artist Who Painted Herself</i>,<br/>Frith, Fry and DePaola</p> <p><i>Story Painter: The Life of Jacob Lawrence</i>,<br/>Duggleby and Lawrence</p> <p><i>William Penn Foundation – Literacy Through the Arts Reading Series, Grade 4</i></p> <p><b>Intervention Resources</b></p> <p><i>Discovering Art History</i>, Davis</p> <p><i>Children &amp; Their Art</i>,<br/>Hurwitz and Day</p> <p><i>Emphasis Art</i>,<br/>Wachowiak and Clements</p> <p><i>Art History</i>, Stokstad</p> <p><i>Art History for Young People</i>,<br/>Janson and Janson</p> | <p><b>PSSA</b></p> <ul style="list-style-type: none"> <li>• The human figure can be easily measured off into 8 equal segments based on the height of the person's head.</li> <li>• The students must answer questions based on a drawing of the figure which is measured off into 8 segments (drawing shown on test).</li> </ul> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Use of appropriate art vocabulary</li> <li>• Journals - including written analysis by students of elements and principles of art in their own work</li> <li>• Portfolio</li> <li>• Anecdotal records</li> <li>• Teacher/student logs</li> <li>• Exhibitions</li> <li>• Audio tapes, video tapes</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>For Students at the Advanced Level</b></p> <p>Select a neighborhood scene. Make four pictures of it, each expressing a different mood or feeling, such as, gloomy, happy, scary, peaceful.</p> <p><b>Home and Community Connections</b></p> <p>Observe of the uses of both the elements and principles in all form of media for the purpose of visual communication, in advertising, publications, etc.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Allow students to respond in native language then use appropriate resources to translate their own response into English</li> <li>• Students share with class samples of art and crafts from their own cultural background</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> <li>• Student "buddies" to accompany students with disabilities on field trips or to help w/process or technique</li> </ul> |

**GRADE 4: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>C. Recognize, and use, fundamental vocabulary within each of the arts forms</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 4 students will be able to:</p> <p>■ Develop, use and maintain an art vocabulary.</p> <p><b>Rationale:</b><br/>Each field of study or endeavor has words and expressions used to describe or discuss it, its own “jargon”. An important part of learning about the particular field of study involves becoming familiar with and using the terminology germane to it.</p> | <p><b>RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS</b></p> <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Students will be able to describe works of art in writing using appropriate art vocabulary</li> <li>• Students will use basic art vocabulary in discussing or describing visual art, both orally and in writing</li> <li>• Students will be able to express an opinion, both orally and in writing, about a work of art using basic art vocabulary</li> <li>• Students will describe and identify, using appropriate art vocabulary, elements, media, techniques and processes in works of art and artifacts.</li> <li>• Students will identify and name primary, secondary, complementary, and warm and cool colors</li> <li>• Students will know the differences between shapes (two dimensional) and form (three dimensional)</li> <li>• Students will understand and use the terms organic and geometric to describe shapes when discussing an art work</li> <li>• Students will know the terms foreground, background and middle ground, and be able to find them in works of art</li> <li>• Students will know and understand the terms realistic and abstract when describing or discussing works of art and artifacts</li> <li>• Students will be able to define expressive qualities, e.g. sights, sounds, smells and moods, and identify these qualities in works of art</li> <li>• Students will know and be able to name different art forms: portrait, relief sculpture, landscape, seascape, sketch, still life, mural, mosaic, print, and architecture</li> <li>• Students will know the names of some art media (pencil, marker, tempera, clay, watercolor, collage, paper mache) and processes (paint, print, weave, model), and be able to recognize them</li> </ul> <p><b>SAMPLE LESSONS</b></p> <p>Line, color, shape/form, texture, space rhythm, balance, emphasis/focal point, proportion/scale, repetition, contrast, unity/harmony, cool, warm, primary, secondary, light, dark, two-dimension, three-dimension, paint draw, sculpt, craft, collage, design, sketch, watercolor, marker, crayon, tempera, chalk, multi-media, textile, styrofoam, raffia, tapestry, weave, burlap, scenery, architecture, mural, portrait, self-portrait, landscape, seascape, cityscape, statue, sculpture, bust, print gargoyle, shade, gray, clay, geometric, organic, realistic, abstract, column, temple, pediment, chimney, porch, atrium, reproduction, proportion, animation, watercolor, scroll.</p> <p><b>INSTRUCTIONAL STRATEGIES:</b></p> <ul style="list-style-type: none"> <li>• Color/shape charts</li> <li>• Reading aloud, show picture books</li> <li>• Reproductions/slides/videos/samples</li> <li>• Field trips</li> <li>• Brainstorming, problem solving</li> <li>• Word walls, vocabulary charts, bulletin boards</li> <li>• Teacher demonstrations</li> <li>• Cooperative learning/reciprocal teaching</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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## GRADE 4: VISUAL ARTS

## PENNSYLVANIA STATE STANDARD:

## 9.1 Production, Performance and Exhibition of Visual Arts

PA Standard  
Statements

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

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

**F. Identify works of others through a performance or exhibition.**

Performance  
Content Descriptors

By the end of grade 4 students will be able to:

■ Identify subject matter, symbols, and ideas in works of art from diverse cultures and historical periods.

■ Select and use materials, techniques, and processes to communicate ideas, experiences, and stories.

■ Select and use subject matter, symbols, and ideas to communicate meaning.

■ Discuss subject matter, symbols, and ideas in their own works of art.

## Rationale:

Creative and performing artists strive to have their work seen and/or heard. Young children should be given the same opportunity to perform or exhibit their work.

The visual arts are a form of communication. An artist uses the elements and principles of art to communicate his ideas, relate experiences and express emotions.

## VISUAL ARTS INSTRUCTIONAL MODEL

## RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS

## INSTRUCTIONAL MODEL

- Know differences among materials, techniques, and processes
- Use a variety of tools and processes for personal expression
- Use a variety of drawing and painting techniques with control
- Choose the medium to best express an idea from a limited range
- Develop confidence in his/her ability to express ideas pictorially
- Identify several solutions for expressing an idea, emotion or experience in a work of art
- Define expressive qualities, e.g. sights, sounds, smells, moods, and use these to convey an idea or experience in works of art
- Understand that an artist uses color to convey emotions and ideas
- Know and use terms to describe different kinds of art work such as portrait, self-portrait, still life, mural, sculpture, sketch, print, architecture, landscape and seascape
- Be able to plan the art before making it
- Identify and understand the meaning of symbols in works of art and artifacts
- Identify and describe similar subject matter, symbols and ideas in works of art and artifacts from diverse cultures and historical periods, e.g. rituals, holidays, celebrations and common themes.
- Identify and describe, orally and in writing, the subject matter, symbols and ideas in their own artwork and works from diverse cultures and historical periods
- Complete a finished work of art in many materials/media

## INSTRUCTIONAL STRATEGIES

- Reading aloud, show picture books
- Reproductions/slides/videos/samples
- Field trips
- Brainstorming, problem solving
- Class discussions
- Teacher demonstrations
- Cooperative learning/reciprocal teaching

## SAMPLE LESSONS

- Students read Faith Ringold's book, *Tar Beach*. They discuss the book and how Ringold used the elements and principles of art. They study reproductions of Ringold's other "story quilts". The students form groups, each group is given a Ringold "story quilt" to analyze. Groups report their analyses to the class. Students write a story about an incident/event in their own lives and make sketches to illustrate their story. Students choose their best/ favorite sketch to use for their own "story quilt".
- On 18"x 24" or 24"x 36" paper students measure and draw a 2" or 3" border. In this space, students write their story in black marker. Inside, students use markers to make picture from their sketch. Students use their own cultural heritage as the background/basis of their stories, thus insuring strong multicultural connections.
- This project may be adapted to a group project: Students use famous/historical/ethnic figures or celebrations as the subject of the story quilts.

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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**GRADE 4: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>G. Recognize the function of rehearsals and practice sessions.</b></p> <p><b>H. Handle materials, equipment and tools safely at work and performance spaces.</b></p> <p><b>I. Identify arts events that take place in schools and communities.</b></p> <p><b>J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or works of others.</b></p> <p><b>K. Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.</b></p> <p><b>Performance Content Descriptors</b><br/>By the end of grade 4 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Use art materials and tools in a safe and responsible manner.</li> <li>■ Select and use materials, techniques, and processes to communicate ideas, experiences, and stories.</li> <li>■ Know differences among materials, techniques, and processes.</li> </ul> <p><b>Rationale:</b><br/>An artist must have familiarity and facility with various art media. He/she must be aware of and respect safety precautions when handling art media. Artists often use research tools (internet, library) to gather information about subject matter, other artists' work, art techniques and processes. Once the art is made, the artist is anxious to have his/her work displayed. Students need to know where to look to gain information on arts exhibits and performances, and how to get information on arts related issues.</p> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Know and understand that certain arts techniques and processes require practice and repetition for mastery</li> <li>• Know about and describe art materials/supplies and how to use and store them safely</li> <li>• Describe issues of cleanliness related to the arts</li> <li>• Describe some mechanical/electrical equipment used in making works of art</li> <li>• Be able to research artists, cultures, techniques and processes in the IMC, with the help of librarian or teacher</li> <li>• Be able to use the internet for research with adult supervision.</li> <li>• Use measurement skills to make simple constructions</li> <li>• Understand and use print techniques as a way to obtain multiple copies of the same motif</li> <li>• Use printmaking as a creative art form</li> <li>• Experiment with traditional technologies in the creation of works of art, e. g., folk looms, earthen clays, ceramic/wooden tools, etching tools, etc.</li> <li>• Experiment with contemporary technologies, e.g., color fills/texture methods, fonts/point systems, animation techniques on computers, multimedia techniques, internet access, xerography, library computer card catalogues, polymers, etc.</li> <li>• Describe arts events that take place in schools/the community, where/how to gain information about them</li> <li>• Use measurement skills to make simple constructions</li> </ul> <p><b>INSTRUCTIONAL STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Reproductions/slides/videos/samples</li> <li>• Field trips</li> <li>• Brainstorming, problem solving</li> <li>• Cooperative learning, reciprocal teaching</li> <li>• Guest artist presentations</li> <li>• Class discussions, teacher demonstrations</li> <li>• Maps of Philadelphia neighborhoods showing the location of community arts venues</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Students will engage in a “compare and contrast” activity - classic art mediums and products vs. media and products created through new materials technology, (e.g., acrylic paints/mediums vs. tempera/watercolors, clay vs. “model magic”, etc.) This should a “hands- on” lesson. Teacher or student will list findings on chart paper.</li> <li>• Invite a gallery owner/museum worker to discuss “behind the scenes” activities involved in the mounting of an art exhibition.</li> <li>• Students will create a brochure listing arts venues /performance /exhibition spaces in Philadelphia. (The work may be hand written, with student illustrations, or may combine computer text with digital images of these places.)</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><b>Literacy Connections</b><br/> Museum and gallery brochures<br/> Playbills from music, dance and dramatic performances<br/> Philadelphia Magazine monthly calendar of regional arts exhibits and performances<br/> The Philadelphia Inquirer Weekend section and Sunday Arts section calendar of events<br/> Labels and directions for use of various art media and tools (safe usage, warnings, caveats, etc.)<br/> <i>Crayola Dreammakers' series</i>, Binney &amp; Smith<br/> <i>How to Visit a Museum</i>, video, Crystal Productions<br/> <i>William Penn Foundation – Literacy Through the Arts Reading Series, Grade 4</i></p> <p><b>Intervention Resources</b><br/> <i>Discovering Art History</i>, Davis<br/> <i>Children, Clay &amp; Sculpture</i>, Cathy Topal<br/> <i>Children &amp; Their Art</i>, Hurwitz and Day<br/> <i>Emphasis Art</i>, Wachawiak and Clements<br/> <i>The Art Pack</i>, Frayling and Van Der Weeden<br/> <i>How Artists See series</i>, Carroll<br/> <i>Molly Meets Mona and Friends</i>, Minnerly and Walker<br/> <i>I Can Fly</i>, video series, Crystal Productions<br/> <i>Squeaking of Art</i>, Wellington<br/> <i>When Pigasso Met Mootisse</i>, Laden</p> | <p><b>PSSA</b><br/> Sara goes to a framing shop to have one of her watercolors matted. The watercolor was painted on a 12" x 18" sheet of rough watercolor paper. The image size is 10 3/8" x 12 3/4".<br/> It was determined that a 1/2" border would be added on to the image size measurement, and that the mat would be 2 1/2" on all four sides. What is the outside measurement of the mat?<br/> A. 10 7/8" x 13 1/4"<br/> B. 11" x 13 3/8"<br/> C. 12 7/8" x 15 1/4"<br/> D. 13 3/8" x 15 3/4"<br/> Answer: D. 13 3/8" x 15 3/4"</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Use of appropriate art vocabulary</li> <li>• Student demonstration of safe handling of art materials</li> <li>• Student demonstration of a new technique for using familiar art materials, e.g. dry brush, stippling, blending of colors of oil pastels, chalks, wet into wet, wet onto dry, washes, sgraffito for decoration</li> <li>• Research assignments on the internet or in the IMC, such as gathering information on a particular artist or art form or theme</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Advanced students may serve as curators for student created gallery or museum in the school.</li> <li>• Find out what is on exhibit at PMA or PAFA and report back to class.</li> <li>• Write about a field trip to a gallery or museum</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Observe family members doing household tasks and chores. Students will list the steps that must be taken to accomplish the task. Also, list any and all safety precautions that must be taken.</li> <li>• Students will find out about local arts groups in their communities, Taller Puertoricano, Point Breeze Art Center, Fleisher Art Memorial, etc. They will share their findings with the class.</li> <li>• Encourage students to visit these places with their parents or an older sibling.</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> <li>• Label students' work as they describe it.</li> <li>• Provide opportunities to speak</li> <li>• Use primary resources (photo, artifacts)</li> <li>• Practice listening and following directions</li> <li>• Use a series of pictures and have students classify them.</li> </ul> <p><b>Students with Disabilities</b><br/> All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/> [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> <li>• Break down tasks into small manageable units</li> <li>• Give immediate feedback</li> <li>• Preview major concepts to help students relate them to familiar concepts</li> <li>• Review the directions before starting</li> </ul> |

**GRADE 4: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>A. Explain the historical, cultural and social context of an individual work in the arts.</b></p> <p><b>B. Relate works in the arts chronologically to historical events, e.g., 10,000B.C.E. to the present.</b></p> <p><b>C. Relate works in the arts to varying styles and genre and to the periods in which they were created</b></p> <p><b>Performance Content Descriptors</b></p> <p><b>By the end of grade 4 students will be able to:</b></p> <ul style="list-style-type: none"> <li>■ Identify works of art as belonging to particular cultures, times, and places.</li> <li>■ Create art based on historical and cultural ideas.</li> </ul> <p><b>Rationale:</b><br/>Some anthropologists and historians consider art “the first language”. The story of homo sapiens can be traced through art and artifacts. Art is a mirror of the time and place in which it is made. One can read the history of countries and civilizations through the art works produced in /by them. Creating works of art brings together all the core disciplines of learning. Works of art provide the viewer with a glimpse of the state of human knowledge and invention at the time of their creation.</p> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Students will understand that art has been created in all cultures and times</li> <li>• Students will understand that art looks different because of the time period in which it was created and the culture in which it was created</li> <li>• Students will learn to identify the differences and similarities in works of art and artifacts</li> <li>• Students will understand that art is the result of cultural and historical context</li> <li>• Students will recognize in broad terms the cultural origins of art and artifacts from diverse cultures and historical periods</li> <li>• Students will understand that art is the result of many influences including knowledge, skills and experiences</li> <li>• Students will be able to identify a few recognized examples of art from diverse cultures and historical periods</li> <li>• Students will know and recognize art forms such as portrait, relief sculpture, sketch, seascape, landscape, still life, mural, mosaic, print, architecture</li> </ul> <p><b>INSTRUCTIONAL STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Reproductions/slides/videos/samples</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> <li>• Cooperative learning, reciprocal teaching</li> <li>• Guest artist presentations</li> <li>• Class discussions</li> <li>• Teacher demonstrations</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Teacher will distribute postcard size reproductions of art and artifacts from varying cultures and civilizations. The students must arrange these chronologically. They will check their results against an art history time line and share their results/discoveries with the class.</li> <li>• Discuss creation myths from ancient and modern world cultures with class. Students choose a mythological creature/being from a favorite culture or myth. They will create a model magic, clay or paper mache figure of their selected character. Appropriate costume/clothing may be made from scrap materials or painted on the figure.</li> <li>• Display finished figures with identifying labels and/or an abbreviated version of the myth it is taken from.</li> <li>• Discuss Aboriginal art from Australia and the Aboriginal concept of “dream time”. After viewing reproductions of Aboriginal art, students will make their own “dot” pictures using oil pastels or construction paper crayons on dark construction paper. Glue paint may be used for added dimension.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts****CONTENT RESOURCES**

*Take 5 Art Prints*,  
Crystal Productions  
*Philadelphia Museum of Art*  
Teaching Posters  
*Portfolio Prints*,  
Crystal Productions  
*Getty Multicultural Art Prints*,  
distributed by Crystal Productions  
*Art History Time Line*,  
Crystal Productions  
*Footloose in History*, video,  
Wilton Art Appreciation Programs  
*Masks and Face Coverings*, video,  
Museum of Arts and Design  
*Ancient and Living Cultures series*,  
Bartok and Ronan  
*Culture Smart*, Susan Rodriguez  
*Art From Many Hands*  
*Global Art*, Kohl and Potter  
*The Kids' Multicultural Art Book*,  
Terzian  
*Brown Bag Ideas from Many*  
*Cultures*, Tejada

**Literacy Connections**

*Scholastic Art bimonthly*  
*publication*  
*Office of Creative and Performing*  
*Arts Literacy/Arts series*  
*Getting to Know the World's*  
*Greatest Artists series*, Venezia  
*P Is for Philadelphia*,  
Temple Univ. Press  
*William Penn Foundation – Literacy*  
*Through the Arts Reading Series*,  
Grade 4

**Intervention Resources**

*Emphasis Art*,  
Wachowiak and Clements  
*Discover Art, Vol. 3*, Laura Chapman  
*Art, Culture and Environment*,  
McFee and Degge  
*Textile Math Multicultural*  
*Explorations Through Patterns*,  
Franco  
*The Special Artist's Handbook*,  
Susan Rodriguez  
*The Art Teacher's Book of Lists*,  
Helen Hume

**ASSESSMENT ALIGNMENT****PSSA**

Students read a lengthy text about Egyptian mummies and mummification. They must answer questions based on the text. What statement best describes the main idea of the passage?

- A. Ancient Egyptians preserved dead bodies using natron, a kind of salt.
- B. Ancient Egyptians believed in life after death and preserved the dead as mummies.
- C. Ancient Egyptians removed the main organs in a body before it was mummified.
- D. Ancient Egyptians believed that preserving the body as a mummy helped the body get to the afterlife.

Answer: B. Ancient Egyptians believed in life after death and preserved the dead as mummies. A familiarity with Ancient Egypt and mummies would prove very helpful.

**Classroom-based Assessments**

- Journals - personal written comments and descriptions pertaining to media, techniques and processes
- Teacher/student interviews
- Portfolios
- Rubrics
- Anecdotal record
- Teacher/student logs
- Exhibitions
- Create rubrics that address the PA Standard Statements for grade level

**For Students at the Advanced Level**

Students will research border patterns from diverse cultures and historic periods and select two or three favorites. Students can reproduce these patterns by making vegetable or sponge stamps and printing with them around 12"x 18" color paper to use as placemats.

**Home and Community Connections**

Understand that we do not live in a vacuum; who we are, how we live, work and play, as well as the objects that we use in daily life, have all evolved through time and place.

Interview an older relative about his/her childhood experiences: How have these experiences effected their becoming the adults they are now?

**EXTENDED LEARNING OPPORTUNITIES****English Language Learners**

- Provide visual examples and hands-on demonstrations
- Allow students to respond in native language then use appropriate resources to translate their own response into English
- Students share with class samples of art and crafts from their own cultural background
- Diverse cooperative learning groups

**Students with Disabilities**

All teachers working with identified students with disabilities *must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records*. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.  
[IDEA 300.121.9(d) (3) (i)]

- Provide visual examples and hands-on demonstration
- Step-by-step instruction (task assessment)
- Charts, diagrams, kinesthetic response
- Diverse cooperative learning groups
- Provide accommodation in terms of process or product
- Student "buddies" to accompany students with disabilities on field trips or to help w/process or technique

**GRADE 4: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>D. Analyze a work of art from its historical and cultural perspective.</b></p> <p><b>E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.</b></p> <p><b>F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.</b></p> <p><b>G. Relate works of art to geographic regions: Africa, Asia, Australia, Europe, Central America, North America, and South America.</b></p> <p><b>H. Identify, describe and analyze the work of Pennsylvania artists in dance, music, theater, and visual arts.</b></p> <p><b>Performance Content Descriptors</b></p> <p><b>By the end of grade 4 students will be able to:</b></p> <ul style="list-style-type: none"> <li>■ Identify works of art as belonging to particular cultures, times, and places.</li> <li>■ Create art based on historical and cultural ideas.</li> </ul> <p><b>Rationale:</b><br/>Works of art are more than just illustrations; they are historical documents, which contain important information about the human experience. By learning about and analyzing works of art from different times and cultures, students increase their visual literacy as they broaden their historical, cultural and social perspectives,</p> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Understand that art has been created in all cultures and times</li> <li>• Understand that art looks different because of the time period in which it was created and the culture in which it was created</li> <li>• Identify ways in which works of art are different or similar in function</li> <li>• Understand that art is the result of cultural and historical context</li> <li>• Identify the differences and similarities in works of art</li> <li>• Recognize in broad terms the cultural origins of art and artifacts from diverse cultures and historical periods</li> <li>• Understand that art is the result of many influences including knowledge, skills and experiences</li> <li>• Understand that his/her art is the result of his/her own personality and cultural context and that by producing art that relates to other cultures and times he/she is, in a sense, participating in those cultures and times</li> <li>• Create simple two and three dimensional works of art indicative of specific cultures</li> <li>• Students will examine examples of visual art and artifacts from diverse cultures and discuss their distinctive characteristics</li> <li>• Identify ways in which the works they examine differ from one another in both look and function</li> </ul> <p><b>INSTRUCTIONAL STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Reproductions/slides/videos/samples</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> <li>• Cooperative learning, reciprocal teaching</li> <li>• Guest artist presentations</li> <li>• Class discussions</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Class will play a game similar to the old television show, “What In The World?” (use post-card sized reproductions). Divide class into teams, teacher will be moderator/scorekeeper.</li> <li>• Students will be asked to create drawings, paintings, and three-dimensional works indicative of specific cultures and historical periods, e.g., Oriental brush paintings, Mexican retablos, African Kente cloth designs, Adinkra printed designs on cloth or paper, Native American sand paintings, Egyptian wall art, illustrate Greek myths or folktales from other countries. Students will write one or two sentences describing their artwork. Finished works should be exhibited in a “Global Gallery”.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><i>Know The Artist Posters</i>, set 4, Crystal Productions</p> <p><i>Take 5 Art Prints</i>, Crystal Productions</p> <p><i>Philadelphia Museum of Art</i> teaching posters</p> <p><i>Portfolio Prints</i>, Crystal Productions</p> <p><i>Getty Multicultural Art Prints</i>, distributed by Crystal Productions</p> <p><i>Discovering Art History</i>, Davis</p> <p><i>History Through Art and Architecture series</i>, Alarion Press</p> <p><i>Look and Do Videos and Workbooks</i>, Alarion Press</p> <p><b>Literacy Connections</b></p> <p><i>Scholastic Art bimonthly publication</i></p> <p><i>Office of Creative and Performing Arts Literacy/Arts series</i></p> <p><i>Getting to Know the World's Greatest Artists series</i>, Venezia</p> <p><i>P Is for Philadelphia</i>, Temple Univ. Press</p> <p><i>William Penn Foundation – Literacy Through the Arts Reading Series, Grade 4</i></p> <p><b>Intervention Resources</b></p> <p><i>Emphasis Art</i>, Wachowiak and Clements</p> <p><i>Discover Art, Vol.3</i>, Laura Chapman</p> <p><i>Art, Culture and Environment</i>, McFee and Degge</p> <p><i>Textile Math Multicultural Explorations Through Patterns</i>, Franco</p> <p><i>The Special Artist's Handbook</i>, Susan Rodriguez</p> <p><i>The Art Teacher's Book of Lists</i>, Helen Hume</p> | <p><b>PSSA</b></p> <p>Students read text about Andy Warhol and Pop Art. They then answer the following:</p> <p>What does the word “popular” mean in this passage about Andy Warhol?</p> <p>A. common<br/>B. happy<br/>C. funny<br/>D. proud</p> <p>Answer: A. common</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Journals</li> <li>• Teacher/student interviews</li> <li>• Portfolios</li> <li>• Rubrics</li> <li>• Anecdotal record</li> <li>• Teacher/student logs</li> <li>• Exhibitions</li> <li>• Audio tapes, video tapes</li> <li>• Student portfolio</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Students may make a three dimensional model or diorama of their stage set design.</li> <li>• Students will analyze an historic themed work of art , e.g., “Washington Crossing The Delaware” for visual clues about the event depicted.</li> </ul> <p><b>Home and Community Connections</b></p> <p>Students will observe “folk art” in their homes and community. What has influenced its form? Geography, environment, political events?</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Allow students to respond in native language then use appropriate resources to translate their own response into English</li> <li>• Students share with class samples of art and crafts from their own cultural background</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.</p> <p>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> <li>• Student “buddies” to accompany students with disabilities on field trips or to help with process or technique</li> </ul> |

**GRADE 4: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>I. Identify, explain, and analyze philosophical beliefs as they relate to works in the arts.</b></p> <p><b>J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.</b></p> <p><b>K. Identify, explain and analyze traditions as they relate to works in the arts.</b></p> <p><b>L. Identify, explain and analyze common themes, forms and techniques from works in the arts.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 4 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Select and use subject matter, symbols, and ideas to communicate meaning.</li> </ul> <p><b>Rationale:</b></p> <p>Works of art can reveal a plethora of information about the time and place they were made. Much can be learned about the society that produced the artwork or artifact by studying the product itself. As the aphorism states, "...one picture is worth a thousand words..." Learning how to "read" a work of art can reveal the beliefs, values, religious and cultural practices, and level of technological advancement of any societal group, from the first homo sapiens up to and including 21st century man. Cultivating these skills in our students will enable them to better understand the world around them and their place in it.</p> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Recognize in broad terms the cultural origins of art and artifacts from diverse cultures and historical periods</li> <li>• Understand that art is the result of cultural and historical context</li> <li>• Understand that art is the result of many influences including knowledge, skills and experiences</li> <li>• Identify ways in which the works of art are different or similar in function</li> <li>• Identify the differences and similarities in works of art</li> <li>• Identify and describe specific images using appropriate vocabulary and knowledge of elements and principles and expressive features, such as animals, birds, people, places, things, and events in works of art</li> <li>• Identify subject matter and ideas in their artwork that parallels those found in the artwork of diverse cultures and historic periods.</li> <li>• Create works of art in the style of artists of diverse cultures and historical periods using similar themes and ideas</li> <li>• Select and use subject matter, symbols, and ideas to communicate meaning</li> <li>• Use a variety of art materials to create drawings, paintings and collages</li> <li>• Depict specific images, themes and ideas to communicate meaning</li> </ul> <p><b>INSTRUCTIONAL STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Reproductions/slides/videos/samples</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> <li>• Cooperative learning, reciprocal teaching</li> <li>• Guest artist presentations</li> <li>• Class discussions</li> <li>• Teacher demonstrations</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Research and discuss jewelry and accessories found in diverse cultures, noting its use to indicate class status: e.g. General and Officers from Benin, Francisco Goya, "Family of Charles IV", Pectoral of Senwosret II, from the Symbol of Princess Sinthathoryunet, (the above are from Art History by Stokstad). Students will use model magic, clay, paper, feathers to fashion a modern piece of jewelry that indicates class or status.</li> <li>• Working in a group, create a paper mosaic mural based on bird symbolism found in diverse cultures.</li> <li>• Research how "Carnival" (Mardi Gras) is celebrated in various Latin American countries, noting the similarities and differences between countries. The students will make a paper sculpture mask for "Carnival" using a variety of decorative papers and trimmings.</li> <li>• Students may stage a "Carnival Parade" for other classes or an assembly program.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><i>Take 5 Art Prints</i>, Crystal Productions</p> <p><i>Philadelphia Museum of Art teaching posters</i></p> <p><i>History Through Art Timeline</i>, Crystal Productions</p> <p><i>Portfolio Prints</i>, Crystal Productions</p> <p><i>Getty Multicultural Art Prints</i>, distributed by Crystal Productions</p> <p><i>History Through Art and Architecture Series</i>, Alarion Press</p> <p><i>Look and Do Videos and Workbooks</i>, Alarion Press</p> <p><i>The Art Teacher's Book of Lists</i>, Helen Hume</p> <p><i>Art History</i>, M. Stokstad</p> <p><i>Art from Many Hands</i>, Jo Miles Schuman</p> <p><b>Literacy Connections</b></p> <p><i>My House Has Stars</i>, Megan McDonald</p> <p><i>My Painted House, My friendly Chicken and Me</i>, Maya Angelou</p> <p><i>What It Feels Like to be a Building</i>, Forest Wilson</p> <p><i>Mi Primer Libro De Dichos: My First Book of Proverbs</i>, Gonzalez</p> <p><i>Art is...</i>, Racz</p> <p><i>Scholastic Art</i> bimonthly publication</p> <p><i>William Penn Foundation – Literacy Through the Arts Reading Series, Grade 4</i></p> <p><b>Intervention Resources</b></p> <p><i>Discovering Art History</i>, Davis</p> <p><i>Children, Clay &amp; Sculpture</i>, Cathy Topal</p> <p><i>Children &amp; Their Art</i>, Hurwitz and Day</p> <p><i>Emphasis Art</i>, Wachowiak and Clements</p> | <p><b>PSSA</b></p> <p>A Cezanne still life is pictured. It is overlaid with a grid. Students are asked to locate objects in the painting using the grid. What object is located at point (5,2)?</p> <p>A. grapes<br/>B. a glass<br/>C. an apple<br/>D. a bowl</p> <p>Answer: C. an apple</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Journals</li> <li>• Teacher/student interviews</li> <li>• Portfolios - Include photo of model of a room in their house</li> <li>• Comparison matrices of jewelry</li> <li>• Sketches from diverse cultures</li> <li>• Rubrics</li> <li>• Teacher/student log</li> <li>• Exhibitions audio tapes, video tapes</li> <li>• Oral responses related to cultural similarities and differences of domestic architecture</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>For Students at the Advanced Level</b></p> <p>Working in a group, students will research and paint a mural based on famous world architectural landmarks, e.g., Pyramids, Parthenon, Stonehenge, Forbidden City, Notre Dame, etc.</p> <p><b>Home and Community Connections</b></p> <p>Students should observe different architectural styles of buildings in their neighborhood and make drawings of these in marker or pencil. These can be made into paintings or prints in the classroom.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Allow students to respond in native language then use appropriate resources to translate their own response into English</li> <li>• Students share with class samples of art and crafts from their own cultural background</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <b>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</b> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> <li>• Student “buddies” to accompany students with disabilities on field trips or to help w/process or technique</li> </ul> |

**GRADE 4: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.3 Historical and Cultural Contexts****PA Standard Statements**

**A. 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.**

**B. Know that works in the arts can be described by using the arts' elements, principles and concepts.**

**C. Know classification skills with materials and processes used to create works in the arts.**

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

**E. Recognize and identify types of critical analysis in the arts and humanities: contextual criticism, formal criticism, intuitive criticism.**

**F. Know how to recognize and identify similar and different characteristics among works in the arts.**

**G. Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities.**

**Performance Content Descriptors**

By the end of grade 4 students will be able to:

■ Understand that there are various purposes for creating works of visual art.

■ Influence the development of the individual's artwork and the artwork of others.

**Rationale:**

Disgruntled artists often complain that, "everybody's a critic!" However, by teaching students the skills needed to develop a trained eye and to acquire visual literacy will help them attain higher order thinking skills. It will also help them gain the ability to make informed choices as consumers of every day objects as well as educated viewers of art works and performances. What artist or performer wouldn't appreciate educated eyes and ears?

**VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS****INSTRUCTIONAL MODEL**

- Students will look at and discuss a variety of works of art and artifacts that exemplify art makers from diverse cultures and historical periods
- Students will describe and identify, orally and in writing, using appropriate art vocabulary, elements, media, technique and objects in works of art and artifacts
- Students will understand and reflect on different responses to the same work of art
- Students will recognize that reflection is important for understanding and improving their own art work
- Students will understand that students can have similar and different descriptions of the same work of art
- Students will respect, appreciate and value the responses and opinions of others.
- Students will understand and value their own artwork and that of their peers and others through participation in classroom, school, and citywide competitions
- Students will understand that art/artifacts are created for a variety of reasons.(beauty, personal expression, functional, emotional release, documentation of an event)
- Students will compare works of art with similar subject matter, symbols and ideas
- Students will develop, use and retain an art vocabulary

**INSTRUCTIONAL STRATEGIES**

- Reading aloud, show picture books
- Reproductions/slides/videos/samples
- Field trips (virtual and actual)
- Brainstorming, problem solving
- Class discussions
- Teacher demonstration

**SAMPLE LESSONS**

Students will look at examples of historic architectural styles and compare them with present day architecture. Students will create an imaginary building using various styles of architecture. These may be drawings in crayon, pencil, marker or paper and box constructions. Students should be able to tell why they chose the architectural features they used and what special purpose or function their building has. Students will use appropriate art, architecture and critical vocabulary.

Create a "critic's corner": display reproductions of art work or artifacts together with students' written description and analysis of the art work/artifact.

## PENNSYLVANIA STATE STANDARD:

**9.3 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><i>Take 5 Art Prints</i>, Crystal Productions</p> <p><i>Philadelphia Museum of Art</i> teaching posters</p> <p><i>History Through Art Timeline</i>, Crystal Productions</p> <p><i>Portfolio Prints</i>, Crystal Productions</p> <p><i>Getty Multicultural Art Prints</i>, distributed by Crystal Productions</p> <p><i>History Through Art and Architecture series</i>, Alarion Press</p> <p><i>Look and Do</i>, videos and work-books, Alarion Press</p> <p><b>Literacy Connections</b></p> <p><i>Ancient Egypt People</i>, Sarah McNeill</p> <p><i>Annie's Gifts</i>, Angela Shelf Medearis</p> <p><i>Arrow to the Sun</i>, Gerald McDermott</p> <p><i>Incas</i>, Peter Chrisp</p> <p><i>Mayans</i>, Peter Chrisp</p> <p><i>Chinese Mirror</i>, Ginsburg</p> <p><i>Chinye: A West African Folk Tale</i>, Onyefulu</p> <p><i>Picture This, Bang</i></p> <p><i>Architecture for Kids</i>, Kancyk</p> <p><i>Oxford First Book of Art</i>, Wolf</p> <p><i>Scholastic Art</i>, bimonthly publication</p> <p><i>William Penn Foundation – Literacy Through the Arts Reading Series, Grade 4</i></p> <p><b>Intervention Resources</b></p> <p><i>History of Art for Young People</i>, Janson and Janson</p> <p><i>Living With Art</i>, Gilbert</p> <p><i>QuestionArte</i>, Stewart</p> <p><i>Token Response</i>, Erickson and Katter</p> | <p><b>PSSA</b></p> <p>Students are asked to read a passage about the artist, Georgia O'Keefe. They must answer questions based on the text.</p> <p>What statement best summarizes the passage?</p> <p>A. O'Keefe became a famous artist because she expressed herself in a unique and vibrant way of painting.</p> <p>B. O'Keefe painted only the whole object in many bright colors.</p> <p>C. O'Keefe did not like to paint indoors.</p> <p>D. O'Keefe painted pictures of people and the beach.</p> <p>Answer: A. O'Keefe became a famous artist because she expressed herself in a unique and vibrant way of painting.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Journals</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Teacher/student logs</li> <li>• Exhibitions</li> <li>• Audio tapes, video tapes</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Students will draw the exterior of their house. This will be used as the basis for a collage or print.</li> <li>• Students will write a review and critical analysis of a piece of public art in their community, including a sketch of the artwork.</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Students ask older relatives about their childhood home or neighborhood (especially if from another country).</li> <li>• They can share information in class.</li> <li>• Students will gather critic's reviews of arts exhibits and events and bring them to class. Students must note the source and date of the article.</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Allow students to respond in native language then use appropriate resources to translate their own response into English</li> <li>• Students share with class samples of art and crafts from their own cultural background and tell classmates about them.</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.</p> <p>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> <li>• Student "buddies" to accompany students with disabilities on field trips or to help with process or technique</li> </ul> |

**GRADE 4: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.4 Aesthetic Response****PA Standard Statements****VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS**

- A. Know how to respond to a philosophical statement about works of art and humanities.**
- B. Know how to communicate an informed individual opinion about the meaning of works in the arts.**
- C. Recognize that the environment of the observer influences individual aesthetic responses to works in the arts.**
- D. Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities.**

**Performance Content Descriptors**

By the end of grade 4 students will be able to:

- Understand that there are various purposes for creating works of visual art.
- Describe how personal experiences influence the development of the individual's artwork and the artwork of others.
- Understand and reflect on different responses to the same work of art.
- Understand that students can have similar and different descriptions of the same work of art.

**Rationale:**

What is considered beautiful by one society or one period of history may be different from that of another. An introduction to the study of aesthetics and an understanding of the cultural influences that help to shape these values will serve as a tool to increase our students' understanding of diverse cultural groups.

**INSTRUCTIONAL MODEL**

- Students will look at and discuss a variety of works of art and artifacts that exemplify art makers from diverse cultures and historical periods
- Students will know that personal preference is not the primary criterion for evaluating art and artifacts
- Students will make conscious choices concerning art works using their knowledge of art and appropriate art vocabulary
- Students will know about the artists: e.g., basic background and details such as name, home nation or place, and unique traits such as media, subject matter and style
- Students will identify works of art of similar style or technique, e.g., art by one artist or art from one movement
- Students will identify visual clues in works of art that influence the meaning in an art work
- Students will compare similarities in elements, media, technique and objects in several works of art and artifacts
- Students will verbalize associations and references in observing art, e.g., "This sounds like..." "Reminds me of..."
- Students will define expressive qualities, e.g. sights, sounds, smells, moods, and identify these qualities in the work of art
- Students will understand that choice of materials and techniques influences the expressive quality of the work of art
- Students will listen to verbal and written comments of peers, teachers, poets, artists, critics or historians about a work of art or artifact.
- Students will read short stories about artists and write a composition about their lives and their art

**INSTRUCTIONAL STRATEGIES**

- Reproductions/slides/videos/samples
- Field trips (virtual and actual)
- Brainstorming, problem solving
- Cooperative learning, reciprocal teaching
- Guest artist presentations
- Class discussions
- Teacher demonstrations

**SAMPLE LESSONS**

- Students will observe and reflect on selected paintings of battles and discuss why the artists created them. Students will select their favorite painting and write a paragraph explaining their choice based on evidence found in the painting. Students will present and debate their choices using the paragraphs they wrote on the battle scenes.
- Students will study and compare Eastern and Western dragons. They will make brush paintings on hanging scrolls using India ink on paper depicting Eastern dragons, which symbolize superior beings such as rulers and sages, or auspicious events such as rain.

## PENNSYLVANIA STATE STANDARD:

**9.4 Aesthetic Response**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p><i>Take 5 Art Prints</i>, Crystal Productions</p> <p><i>Philadelphia Museum of Art</i> teaching posters</p> <p><i>History Through Art Timeline</i>, Crystal Productions</p> <p><i>Portfolio Prints</i>, Crystal Productions</p> <p><i>Getty Multicultural Art Prints</i>, distributed by Crystal Productions</p> <p><i>Thinking through Aesthetics</i>, Stewart</p> <p><i>Talking About Student Art</i>, Barrett</p> <p><i>QuestionArte</i>, Stewart</p> <p><i>Token Response</i>, Erickson and Katter</p> <p><b>Literacy Connections</b></p> <p><i>Getting to Know the World's Greatest Artists series</i>, Venezia</p> <p><i>Look! Zoom in on Art</i>, Wolfe</p> <p><i>Can You Find It?</i>, Crystal Productions</p> <p><i>Can You Find It Too?</i>, Crystal Productions</p> <p><i>Sadako and the Thousand Cranes</i>, Eleanor Coerr</p> <p><i>The Raven: Trickster from the Pacific</i>, Gerald McDermott</p> <p><i>Tico and the Golden Wings</i>, Leo Lionni</p> <p><i>Anansi and the Moss Covered Rock</i>, Eric Kimmel</p> <p><i>William Penn Foundation – Literacy Through the Arts Reading Series, Grade 4</i></p> <p><b>Intervention Resources</b></p> <p><i>Art Up Close</i>, Crystal Productions</p> <p><i>More Than Meets The Eye: Seeing Art with All Five Senses</i>, Raczk</p> <p><i>No One Saw: Ordinary Things Through the Eyes of Artists</i>, Raczk</p> <p><i>CD - ROM , A is for Art, C is for Cezanne</i>, (Philadelphia Museum of Art)</p> <p><i>Art: An A-Z Guide</i>, Greenway</p> <p><i>The Art Pack</i>, Fraylinger, Fraylinger, Van Der Weeden</p> | <p><b>PSSA</b></p> <p>Students are asked to read a passage about the artist, Georgia O'Keefe. They must answer questions based on the text.</p> <p>What statement best summarizes the passage?</p> <p>A. O'Keefe became a famous artist because she expressed herself in a unique and vibrant way of painting.</p> <p>B. O'Keefe painted only the whole object in many bright colors.</p> <p>C. O'Keefe did not like to paint indoors.</p> <p>D. O'Keefe painted pictures of people and the beach.</p> <p>Answer: A. O'Keefe became a famous artist because she expressed herself in a unique and vibrant way of painting.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Written and oral critiques of student's own artwork and of the artworks of others.</li> <li>• Journals</li> <li>• Teacher/student interviews</li> <li>• Portfolios</li> <li>• Rubrics</li> <li>• Anecdotal record</li> <li>• Teacher/student logs</li> <li>• Exhibitions</li> <li>• Audio tapes/video tapes</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>For Students at the Advanced Level</b></p> <p>For a group discussion: "What is the difference between an abstract painting made by an elephant or chimpanzee and one made by a human?"</p> <p><b>Home and Community Connections</b></p> <p>Ask students to walk around their neighborhood or look while riding in a car or on a bus. What forms of advertising do they see? Can advertising provide an example of good art? Or is it propaganda? Students will respond orally and in writing.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Allow students to respond in native language then use appropriate resources to translate their own response into English</li> <li>• Students share with class samples of art and crafts from their own cultural background and tell classmates about them</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.</p> <p>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> </ul> |

# 5

**Core Curriculum**

**GRADE 5: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>A. Know and use the elements and principles of each art form to create works in the arts and humanities.</b></p> <p><b>Elements:</b> color, form/shape, line, space, texture, value (visual arts).</p> <p><b>Principles:</b> balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony.</p> <p><b>Performance Content Descriptors</b></p> <p><b>By the end of grade 5 students will be able to:</b></p> <ul style="list-style-type: none"> <li>■ Describe, analyze, and evaluate characteristics of elements, principles, and styles of art.</li> <li>■ Use, analyze, and evaluate elements, principles, and styles of art to communicate ideas and experiences.</li> </ul> <p><b>Rationale:</b><br/>Each field of study has fundamental core knowledge and understandings that are basic to learning and doing in that field. In the visual arts, these are known as the elements and principles of art. In order to talk about art or to make art (beyond infantile scribbles), a working knowledge of and familiarity with the elements and principles of art is needed.</p> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Describe and explain a work of art orally and/or in writing by decoding the composition based on knowledge of elements, principles and expressive features</li> <li>• Understand that elements, principles and features are means to achieving desired effects but are not ends in themselves</li> <li>• Understand and describe how recognized artists use elements, principles and expressive features for intended results in their works</li> <li>• Identify and describe the use of elements and principles of art in intentional art, everyday objects and nature</li> <li>• Use the elements and principles of art to make creative products</li> <li>• Know and use primary, secondary, tertiary; complementary, analogous, neutral, warm, and cool colors</li> <li>• Mix and use the complementary colors</li> <li>• Know that the tertiary colors are made from a primary and adjacent secondary color</li> <li>• Identify light and dark shapes and forms</li> <li>• Identify and use positive and negative space</li> <li>• Create the illusion of depth on a flat surface using color</li> <li>• Distinguish between realistic, nonrealistic and geometric forms</li> <li>• Recognize and identify the relationship of the cone, cube, sphere, cylinder, and pyramid to forms in the environment</li> <li>• Identify the idea or motivation and mood or feelings an art work is supposed to show</li> <li>• Be able to pre-plan art work using the elements and principles of art</li> <li>• Develop, use, and retain an art vocabulary</li> </ul> <p><b>INSTRUCTIONAL STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Discuss how the elements and principals of art are used to communicate visually</li> <li>• Color wheel/color charts</li> <li>• Teacher demonstration and modeling</li> <li>• Reading aloud, show picture books,</li> <li>• Reproductions/slides/videos/samples</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions and critiques</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Students consider various groups of words that identify a team, group, or family (nicknames, rock group names, movie stars, athletic teams). Names are drawn with pencil on large drawing paper in an arrangement of varied sizes and styles. Completed drawing is painted in complementary colors. Decorate by adding dots, circles, small words, etc. Students will evaluate their work based on use of color, complexity of design, contrast, texture, overall unity, arrangement of shapes, neatness of execution.</li> <li>• Use the principles of balance and contrast to construct a mobile made out of recycled materials.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

## 9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><i>Take 5 Art Prints</i>, Crystal Productions</p> <p><i>Philadelphia Museum of Art</i> Teaching posters</p> <p><i>Elements of Art and Principles of Design Posters (elementary level)</i>, Crystal Productions</p> <p><i>Portfolio Prints</i>, Crystal Productions</p> <p><i>Getty Multicultural Art Prints</i>, distributed by Crystal Productions</p> <p>Reproduction/slides</p> <p><i>Interior With Dog</i>, Matisse</p> <p><i>Upstream</i>, Kuniyoski</p> <p><i>Children &amp; Their Art</i>, Hurwitz, Day</p> <p><i>Emphasis Art</i>, Wachowiak, Clements</p> <p><i>Adventures in Art</i>, Chapman</p> <p><i>Art History</i>, M. Stokstad</p> <p><b>Literacy Connections</b></p> <p><i>Getting to Know the World's Greatest Artists series</i>, Venezia</p> <p><i>Dropping in On series</i>, Crystal Productions</p> <p><i>The Fine Art of Life</i>, Crystal Video</p> <p><i>Look! Zoom in on Art!</i>, Wolfe</p> <p><i>Art is...</i>, Racz</p> <p><i>Scholastic Art bimonthly publication</i></p> <p><i>William Penn Foundation – Literacy Through the Arts Reading Series, Grade 5</i></p> <p><b>Intervention Resources</b></p> <p><i>Crayola DreamMaker's series</i>, Binney &amp; Smith</p> <p><i>How Artists See series</i>, Crystal Productions</p> <p><i>How Artists Use series</i>, Crystal Productions</p> <p><i>The Special Artist's Handbook</i>, Rodriguez</p> <p><i>The Natural Way to Draw</i>, Nicolaices</p> <p><i>Drawing on the Right Side of the Brain</i>, Edwards</p> | <p><b>PSSA</b></p> <p>Yellow and blue paint mixed in equal parts make green paint.</p> <p>If you have 1/2 oz. of blue paint in a cup, how much yellow paint should you add to make green paint?</p> <p>A. 1/4 oz.<br/>B. 1/2 oz.<br/>C. 1 oz.<br/>D. 2 oz.</p> <p>Answer: B. 1/2 oz</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Journals – written notes, critiques, sketches</li> <li>• Teacher/student interviews</li> <li>• Portfolios – best work</li> <li>• Written dyadic comparison of several works of art based on knowledge of elements and principles of art</li> <li>• Collage using positive and negative shapes on the theme of music</li> <li>• Names, compositions, identification of slides/reproductions/ art objects</li> <li>• Anecdotal records</li> <li>• Rubrics</li> <li>• Class critiques</li> <li>• Teacher/student log</li> <li>• Exhibitions</li> <li>• Audio tapes, video tapes</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>For Students at the Advanced Level</b></p> <p>Look at work by Stuart Davis (Stuart Davis's Abstract Argot, Wilson). Building on "words" project. students will create a magazine and color paper collage based on billboards and poster advertising.</p> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Students will observe the use of the art elements and principles in everyday objects around them.</li> <li>• Students will design the "room of their dreams" or "the car of the future". These may be drawn in marker. A written description must accompany the designs.</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Allow students to respond in native language then use appropriate resources to translate their own response into English</li> <li>• Students share with class samples of art and crafts from their own cultural background</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <b>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</b> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.</p> <p>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> <li>• Student "buddies" to accompany students with disabilities on field trips or to help w/process or technique</li> </ul> |

**GRADE 5: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><b>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</b></p> <p><b>Visual arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media.</b></p> <p><b>Performance Content Descriptors</b></p> <p><b>By the end of grade 5 students will be able to:</b></p> <ul style="list-style-type: none"> <li>■ <b>Identify and experiment with materials, techniques and processes.</b></li> <li>■ <b>Select and use materials, techniques, and processes to communicate ideas, experiences and stories.</b></li> <li>■ <b>Use art materials and tools in a safe and responsible manner.</b></li> </ul> <p><b>Rationale:</b><br/>The elements and principles of art comprise the visual artist's toolbox. Production of works in the visual arts entails successful use of these tools. Learning to use the elements and principles of art is not an end in itself, rather, it is a means toward an end - the creation of a work of art.</p> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Describe and explain a work of art orally and/or in writing, by decoding the composition based on knowledge of elements, principles and expressive features</li> <li>• Understand that elements, principles and features are means to achieving desired effects but are not ends in themselves</li> <li>• Understand and describe how recognized artists use elements, principles and expressive features for intended results in their works</li> <li>• Identify and describe the use of elements and principles of art in intentional art, everyday objects and nature</li> <li>• Use the elements and principles of art to make creative products</li> <li>• Know and use primary, secondary, tertiary; complementary, analogous, neutral, warm, and cool colors</li> <li>• Mix and use the complementary colors</li> <li>• Know that the tertiary colors are made from a primary and adjacent secondary color</li> <li>• Identify light and dark shapes and forms</li> <li>• Identify and use positive and negative space</li> <li>• Create the illusion of depth on a flat surface using color</li> <li>• Distinguish between realistic, nonrealistic and geometric forms</li> <li>• Recognize and identify the relationship of the cone, cube, sphere, cylinder, and pyramid to forms in the environment</li> <li>• Identify the idea or motivation and mood or feelings an art work is supposed to show</li> <li>• Be able to pre-plan art work using the elements and principles of art</li> <li>• Develop, use, and retain an art vocabulary</li> </ul> <p><b>INSTRUCTIONAL STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Reproductions, slides, videos, samples</li> <li>• Field trips, brainstorming, problem solving</li> <li>• Cooperative learning, reciprocal teaching</li> <li>• Guest artist presentations</li> <li>• Class discussions, teacher demonstrations</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Study art from China, Japan, and Southeast Asia. Show examples of landscapes and scroll paintings. Students explore different painting techniques (wet into wet, dry into wet, etc.) and different mixtures of colors. Create a painting about something in nature. Discuss the subject matter, painting techniques, and ways to best use the unique qualities of watercolor.</li> <li>• After practicing different paper techniques such as folding, scoring, curling, quilling, use one sheet of paper to create a portrait.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

## 9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><i>Philadelphia Museum Of Art Teaching Posters</i></p> <p><i>Getting to Know the World's Greatest Artists series</i> by Mike Venezia</p> <p><i>How Artists Use...series</i></p> <p><i>Elementary Elements of Art and Principles of Design Posters</i></p> <p><i>Know The Artists Posters</i>, Crystal Productions</p> <p><i>Take 5 Art Prints</i>, Crystal Productions</p> <p><b>Literacy Connections</b></p> <p><i>Art of Ancient Rome</i>, Glubok</p> <p><i>Art of Egypt Under the Pharohs</i>, Glubok</p> <p><i>Greeks</i>, Susan Williams</p> <p><i>The Japanese</i>, Clare Doran</p> <p><i>African American Art for Young People (Vol. 1)</i>, Lewis</p> <p><i>Book of Greek Myths</i>, D'Aulaire</p> <p><i>William Penn Foundation – Literacy Through the Arts Reading Series, Grade 5</i></p> <p><b>Intervention Resources</b></p> <p><i>The Art Pack</i>, Frayling, Frayling and Van Der Weer</p> <p><i>What The Painter Sees, Scholastic Discovery Series</i></p> <p><i>The Art Teacher's Book of Lists</i>, Hume Crayola Dreammakers' Series</p> <p><i>Discovering Art History</i>, Davis</p> <p><i>Children, Clay &amp; Sculpture</i>, Topal</p> <p><i>Children &amp; Their Art</i>, Hurwitz and Day</p> <p><i>Emphasis Art</i>, Wachawiak and Clements</p> | <p><b>PSSA</b></p> <p>The human figure can be easily measured off into 8 equal segments based on the height of the person's head.</p> <p>Using the drawing below, answer the following questions (drawing shown on test).</p> <ol style="list-style-type: none"> <li>Three-eighths (3/8) of the human figure would be at what body part?             <ol style="list-style-type: none"> <li>chest</li> <li>knees</li> <li>waist</li> <li>feet</li> </ol> </li> <li>The fingertips of the human figure end at what fraction of the entire form?             <ol style="list-style-type: none"> <li>hips</li> <li>head</li> <li>chest</li> <li>thigh</li> </ol> </li> </ol> <p>Answer:</p> <ol style="list-style-type: none"> <li>C waist</li> <li>D thigh</li> </ol> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>Observe of the uses of both the elements and principles in all form of media for the purpose of visual communication, in advertising, publications, etc.</li> <li>Observe and report on how the elements and principals are used in the design of everyday, utilitarian objects, e.g., forks, tea kettles, bed linens, etc.</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>Provide visual examples and hands-on demonstrations</li> <li>Allow students to respond in native language then use appropriate resources to translate their own response into English</li> <li>Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.</p> <p>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>Provide visual examples and hands-on demonstrations</li> <li>Step-by-step instruction (task assessment) charts, diagrams, kinesthetic response</li> <li>Diverse cooperative learning groups</li> <li>Provide accommodation in terms of process or product</li> </ul> |

**GRADE 5: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>C. Recognize, and use fundamental vocabulary within each of the arts forms.</b></p> <p><b>Performance Content Descriptors</b></p> <p><b>By the end of grade 5 students will be able to:</b></p> <p>■ <b>Develop, use and maintain an art vocabulary.</b></p> <p><b>Rationale:</b><br/>Each field of study or endeavor has words and expressions used to describe or discuss it, its own “jargon”. An important part of learning about the particular field of study involves becoming familiar with and using the terminology germane to it.</p> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Use appropriate art vocabulary when discussing or describing visual works of art, both orally and in writing</li> <li>• Describe orally and in writing, using the appropriate vocabulary, the meaning, message /mood in an artwork or artifact</li> <li>• Describe and express an opinion, orally and in writing, about a work of art using basic art vocabulary</li> <li>• Describe and identify, orally and in writing, using appropriate art vocabulary, elements, media, techniques and objects in works of art and artifacts</li> <li>• Identify and name primary, secondary and complementary, warm and cool colors</li> <li>• Know the differences between shapes (two dimensional) and form (three dimensional)</li> <li>• Know and identify foreground, background, and middle ground; be able to find them in works of art</li> <li>• Understand the terms organic and geometric relating to shapes when discussing an art work</li> <li>• Define expressive qualities (sights, sounds, smells, moods) and identify these qualities in works of art</li> <li>• Know and be able to name different art forms: portrait, relief sculpture, landscape, seascape, sketch, still life, mural, mosaic, print, and architecture</li> <li>• Understand and be able to discriminate between realistic and abstract representation in works of art and artifacts</li> <li>• Know the names of some art media (pencil, marker, tempera, clay, watercolor, collage, paper mache) and processes (paint, print, weave, model) be able to recognize them</li> </ul> <p><b>VOCABULARY WORDS:</b><br/>Line, color, shape/form, texture, space rhythm, balance, emphasis/focal point, proportion/scale, repetition, contrast, unity/harmony, cool, warm, primary, secondary, light, dark, two-dimension, three-dimension, paint, draw, sculpt, craft, collage, design, sketch, watercolor, marker, crayon, tempera, chalk, multi-media, textile, styrofoam, raffia, tapestry, weave, burlap, scenery, architecture, mural, portrait, self-portrait, landscape, seascape, cityscape, statue, sculpture, bust, print, gargoyle, shade, gray, clay, geometric, organic, realistic, abstract, column, temple, pediment, chimney, porch, atrium, reproduction, proportion, animation, watercolor, scroll, Cubism, Realism, Expressionism, Impressionism, Surrealism, Dada, Conceptual Art, pictograph, analogous, secondary, tertiary, cone, cube, sphere, cylinder, background, foreground, calligraphy</p> <p><b>INSTRUCTIONAL STRATEGIES:</b></p> <ul style="list-style-type: none"> <li>• Reading aloud, show picture books</li> <li>• Reproductions/slides/videos</li> <li>• Visual samples</li> <li>• Field trips</li> <li>• Brainstorming, problem solving</li> <li>• Word walls, vocabulary charts, bulletin boards</li> <li>• Teacher demonstrations</li> <li>• Cooperative learning/reciprocal teaching</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

## 9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><i>How Artists Use...series</i><br/> <i>Elements of Art and Principles of Design Posters (elementary level)</i>, Crystal Productions<br/> <i>Architectural Timeline</i>, Crystal Productions<br/> <i>Take 5 Art Prints</i>, Crystal Productions<br/> <i>Dropping In On....series</i>, Crystal Productions<br/> <i>Philadelphia Museum of Art Teaching Posters</i></p> <p><b>Literacy Connections</b><br/> <i>Reading Rainbow: Art and Language Arts series</i>, Crystal Video<br/> <i>Heart to Heart, Greenberg Office of Creative and Performing Arts' Literacy/Arts series</i><br/> <i>P Is For Philadelphia</i>, Temple Univ. Press<br/> <i>Getting to Know the World's Greatest Artists series</i>, Mike Venezia<br/> <i>William Penn Foundation – Literacy Through the Arts Reading Series, Grade 5</i></p> <p><b>Intervention Resources</b><br/> <i>Discovering Art History</i>, Davis<br/> <i>Emphasis Art</i>, Wachawiak and Clements<br/> <i>The Art Pack, Frayling</i>, Frayling and Van Der Weer<br/> <i>What The Painter Sees</i>, Scholastic Discovery Series<br/> <i>Special Artist's Handbook</i>, Rodriguez</p> | <p><b>PSSA</b><br/> Mr. Sanchez must fire the students' projects in the kiln at very high temperatures before the students can take the projects home.<br/> What does the word "fire" mean in this sentence?<br/> A. To shoot<br/> B. To bake<br/> C. To lose one's job<br/> D. To glaze<br/> Answer: B. To bake</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Journals</li> <li>• Teacher/student interviews</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Teacher Student Logs</li> <li>• Audio tapes, video tapes</li> <li>• Exhibitions</li> <li>• Student writing critiques, rationales</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>For Students at the Advanced Level:</b></p> <ul style="list-style-type: none"> <li>• Students will invent a word game using art vocabulary words and terms</li> <li>• Students may write a regular feature in school newspaper about "Art Room Activities"</li> <li>• Students play "Charades" using art words.</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Understand that art vocabulary is used outside the art room. Be able to transfer the words, phrases and their meanings appropriately to encounters in the home and community at large.</li> <li>• Find and read magazines about art.</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Allow students to respond in native language then use appropriate resources to translate their own response into English</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b><br/> All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/> [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> <li>• Student "buddies" to accompany students with disabilities on field trips or to help with process or technique</li> </ul> |

**GRADE 5: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work.</b></p> <p><b>E. Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works of art.</b></p> <p><b>F. Identify works of others through a performance or exhibition.</b></p> <p><b>Performance Content Descriptors</b></p> <p><b>By the end of grade 5 students will be able to:</b></p> <ul style="list-style-type: none"> <li>■ Describe, analyze, and evaluate characteristics of elements, principles, and styles of art.</li> <li>■ Use, analyze, and evaluate elements, principles, and styles of art to communicate ideas and experiences.</li> </ul> <p><b>Rationale:</b><br/>Creative and performing artists strive to have their work seen and/or heard. Young children should be given the same opportunity to perform or exhibit their work.</p> <p>The visual arts are a form of communication. An artist uses the elements and principles of art to communicate his ideas, relate experiences and express emotions.</p> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Identify and understand the meaning of symbols in works of art and artifacts</li> <li>• Select and use subject matter, symbols and ideas to communicate meaning</li> <li>• Develop confidence in his/her ability to express ideas pictorially.</li> <li>• Identify several solutions for expressing an idea, emotion or experience in a work of art</li> <li>• Define expressive qualities, e.g. sights, sounds, smells, moods, and use these to convey an idea or experience in works of art</li> <li>• Understand that an artist uses color to convey emotions and ideas</li> <li>• Choose the medium to best express an idea from a limited range</li> <li>• Be able to plan the art before making it</li> <li>• Complete a finished work of art in many materials/media</li> <li>• Identify artists representative of movements and the stylistic characteristics of those artists</li> <li>• Understand that an artist's work may reflect his/her background and experiences</li> <li>• Identify the defining characteristics of art forms such as portraits, relief sculpture, sculpture in the round, sketch, seascape landscape, still life, statue, mural, mosaic, print, architecture</li> <li>• Identify and describe similar subject matter, symbols and ideas/common themes in art works and artifacts from diverse cultures and historical periods, e.g. rituals, holidays, etc.</li> <li>• Identify and describe, orally and in writing, the subject matter, symbols and ideas in their own artwork and works from diverse cultures and historical periods</li> <li>• Discuss subject matter, symbols, and ideas in their own works of art</li> </ul> <p><b>INSTRUCTIONAL STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Reading aloud, show picture books</li> <li>• Reproductions/slides/videos/samples</li> <li>• Field trips</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions</li> <li>• Teacher demonstrations, Guest Artist presentations</li> <li>• Cooperative learning/reciprocal teaching</li> </ul> <p><b>SAMPLE LESSONS</b></p> <ul style="list-style-type: none"> <li>• Observe works by artists from diverse cultures/historical periods such as Dali, Lichtenstein, Hokusai, Cezanne, and Wyeth. Study the styles of these artists and their use of color, form, medium and subject matter. Using one style from those observed, make a painting of a still life in that style.</li> <li>• Study works in a variety of art forms. Compare and contrast similar art forms such as painting and drawing, sculpture and architecture. Students will express a chosen theme or idea in two different art forms such as painting and sculpture.</li> <li>• Students will observe and identify artworks/artifacts from diverse cultures/historical periods. They will discuss differences/similarities in the way that common subject matter (animals, nature, people) is depicted by each selected culture. Students will compare and contrast, orally and in writing, the differences and similarities in the art works/artifacts studied.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

## 9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><i>How Artists Use...series</i><br/> <i>Elements of Art and Principles of Design Posters (elementary level)</i>, Crystal Productions<br/> <i>Architectural Timeline</i>, Crystal Productions<br/> <i>Take 5 Art Prints</i>, Crystal Productions<br/> <i>Dropping In On....series</i>, Crystal Productions<br/> <i>Philadelphia Museum of Art Teaching Posters</i></p> <p><b>Literacy Connections</b><br/> <i>Reading Rainbow: Art and Language Arts series</i>, Crystal Video<br/> <i>Heart to Heart</i>, Greenberg<br/> <i>Office of Creative and Performing Arts' Literacy/Arts series</i><br/> <i>P Is For Philadelphia</i>, Temple Univ. Press<br/> <i>Getting to Know the World's Greatest Artists series</i>, Mike Venezia<br/> <i>William Penn Foundation – Literacy Through the Arts Reading Series, Grade 5</i></p> <p><b>Intervention Resources</b><br/> <i>Discovering Art History</i>, Davis<br/> <i>Emphasis Art</i>, Wachowiak and Clements<br/> <i>The Art Pack, Frayling</i>, Frayling and Van Der Weer<br/> <i>What The Painter Sees</i>, Scholastic Discovery Series<br/> <i>Special Artist's Handbook</i>, Rodriguez</p> | <p><b>PSSA</b><br/> Mr. Sanchez must fire the students' projects in the kiln at very high temperatures before the students can take the projects home.<br/> What does the word "fire" mean in this sentence?<br/> A. To shoot<br/> B. To bake<br/> C. To lose one's job<br/> D. To glaze<br/> Answer: B. To bake</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Journals</li> <li>• Teacher/student interviews</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Teacher-student logs</li> <li>• Audio tapes, video tapes</li> <li>• Exhibitions</li> <li>• Student Writing critiques, rationales</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>For Students at the Advanced Level:</b></p> <ul style="list-style-type: none"> <li>• Students will invent a word game using art vocabulary words and terms</li> <li>• Students may write a regular feature in school newspaper about "Art Room Activities"</li> <li>• Students play "Charades" using art words.</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Understand that art vocabulary is used outside the art room. Be able to transfer the words, phrases and their meanings appropriately to encounters in the home and community at large.</li> <li>• Find and read magazines about art.</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Allow students to respond in native language then use appropriate resources to translate their own response into English</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b><br/> All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/> [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> <li>• Student "buddies" to accompany students with disabilities on field trips or to help with process or technique</li> </ul> |

**GRADE 5: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts****PA Standard Statements****VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS**

**G. Recognize the function of rehearsals and practice sessions; handle materials, equipment and tools safely at work and performance spaces.**

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

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

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

**Performance****Content Descriptors**

By the end of grade 5 students will be able to:

- Know and understand that certain arts techniques and processes require practice and repetition for mastery.
- Demonstrate, use and maintain art materials, tools and equipment safely.
- Know where arts events performances and exhibitions occur and how to gain admission.
- Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the work of others.

**Rationale:**

An artist must have familiarity and facility with various art media. He/she must be aware of and respect safety precautions when handling art media. Artists often use research tools (internet, library) to gather information about subject matter, other artists' work, art techniques and processes. Once the art is made, the artist is anxious to have his/her work displayed. Students need to know where to look to gain information on arts exhibits and performances, and how to get information on arts related issues.

**INSTRUCTIONAL MODEL**

- Know differences among materials, techniques, and processes
- Know and understand characteristics /qualities of the art materials they use
- Identify media and processes that are most effective in expressing their ideas and experiences in artworks and artifacts
- Improve skill in using art materials and tools safely and responsibly
- Understand the issues of cleanliness related to the arts
- Understand the use of mechanical electrical equipment
- Demonstrate methods for storing art materials and supplies
- Explain and demonstrate traditional technologies (e.g., paint tools, sponges, weaving designs, natural pigments/glazes)
- Demonstrate contemporary technologies (e.g., Internet design, computers and software-Photoshop, CAD, interactive technologies, polymers). Students will continue to develop facility in the use of computer paint program ( KidPix, ClarisWorks) and other software.
- Students will be able to research artists, cultures, techniques and processes in the IMC, with the help of librarian or teacher
- Use the internet for research on artists, cultures, art history, art techniques and processes, with the help of the computer teacher or other adult supervision
- Know where to look to find listings of arts events, performances and exhibitions taking place in the community

**INSTRUCTIONAL STRATEGIES**

- Reproductions/slides/videos samples
- Field trips, brainstorming, problem solving
- Cooperative learning, reciprocal teaching
- Guest artist presentations
- Class discussions, teacher demonstrations
- Maps of Philadelphia neighborhoods that show locations of community arts venues

**SAMPLE LESSONS**

- Invite an architect/architecture student to visit class to demonstrate and lead a discussion on Computer Aided Design. As homework, students will write letters to software developers/visit computer stores to obtain information on CAD programs (AutoDesk, San Rafael, CA)
- Attend a dress rehearsal for an arts performance as a field trip. Students will write about their observations and experiences
- Visit an art gallery or museum as a field trip
- Read "Material Safety Data Sheets" included with art products. Make students aware of hazards, and unsafe practices through class discussions
- Students will create a brochure listing arts venues /performance/exhibition spaces in Philadelphia (handwritten and illustrated, or digitally produced)

## PENNSYLVANIA STATE STANDARD:

## 9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><i>Discovering Art History</i>, Davis</p> <p><i>Children, Clay &amp; Sculpture</i>, Cathy Topal</p> <p><i>Children &amp; Their Art</i>, Hurwitz and Day</p> <p><i>Emphasis Art</i>, Wachawiak and Clements</p> <p><i>The Art Pack, Frayling</i>, Frayling and Van Der Weeden</p> <ul style="list-style-type: none"> <li>• Museum and gallery brochures.</li> <li>• Playbills from music, dance and dramatic performances.</li> <li>• Philadelphia Magazine monthly calendar of regional arts exhibits and performances.</li> <li>• The Philadelphia Inquirer Weekend Section</li> <li>• Scholastic Art bimonthly publication</li> </ul> <p><b>Literacy Connections</b></p> <p><i>Eric Carle: Picture writer, video</i>, Art Video World</p> <p><i>The Art of Eric Carle</i>: Carle, et al, Crystal Publications</p> <p><i>There are a myriad of books and videos on technologies and media (new and old)</i>; consult Davis Publications, Crystal Productions and Crizmac catalogues for offerings</p> <p><i>William Penn Foundation – Literacy Through the Arts Reading Series, Grade 5</i></p> <p><b>Intervention Resources</b></p> <p><i>The Art Teacher's Book of Lists</i>, Hume</p> <p><i>I Can Fly, video series</i>, Crystal Productions</p> <p><i>Squeaking of Art</i>, Wellington</p> <p><i>When Pigasso Met Mootisse</i>, Laden</p> | <p><b>PSSA</b></p> <p>Sara goes to a framing shop to have one of her watercolors matted. The watercolor was painted on a 12" x 18" sheet of rough watercolor paper. The image size is 10 3/8" x 12 3/4".</p> <p>It was determined that a 1/2" border would be added on to the image size measurement, and that the mat would be 2 1/2" on all four sides.</p> <p>What is the outside measurement of the mat?</p> <p>A. 10 7/8" x 13 1/4"<br/>         B. 11" x 13 3/8"<br/>         C. 12 7/8" x 15 1/4"<br/>         D. 13 3/8" x 15 3/4"</p> <p>Answer: D. 13 3/8" x 15 3/4"</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Portfolio – best work</li> <li>• Use of appropriate art vocabulary</li> <li>• Student demonstration of safe handling of art materials</li> <li>• Student demonstration of a new technique for using familiar art materials.</li> <li>• Research assignments on the internet or in the IMC, such as gathering information on a particular artist or art form or theme</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>For Students at the Advanced Level:</b></p> <ul style="list-style-type: none"> <li>• Students will create a simple animation sequence using the computer</li> <li>• Students may serve as curators for student created gallery or museum in the school</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Students will observe how they themselves, friends, and family members who are learning to play an instrument – or taking dance lessons – must practice to perfect their skills. This observation can be extended to sports players, tradesmen and craft people. Ask students to make a list of activities where "practice makes perfect".</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Allow students to respond in native language then use appropriate resources to translate their own response into English</li> <li>• Students share with class samples of art and crafts from their own cultural background</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.</p> <p>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> <li>• Student "buddies" to accompany students with disabilities on field trips or to help with process or technique</li> </ul> |

**GRADE 5: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts****PA Standard Statements**

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

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

**C. Relate works in the arts to varying styles and genre and to the periods in which they were created.**

**Performance Content Descriptors**

**By the end of grade 5 students will be able to:**

■ **Identify and compare the characteristics of works of art from various cultures, times, and places throughout history.**

■ **Describe and identify works of art as related to history and culture.**

**Rationale:**

Some anthropologists and historians consider art “the first language”. The story of homo sapiens can be traced through art and artifacts. Art is a mirror of the time and place in which it is made. One can read the history of countries and civilizations through the art works produced in /by them. Creating works of art brings together all the core disciplines of learning. Works of art provide the viewer with a glimpse of the state of human knowledge and invention at the time of their creation.

**VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS****INSTRUCTIONAL MODEL**

- Create works of art based on historical and cultural ideas
- Know the roles of art in diverse cultures (religious, social, economic) and historical periods
- Identify specific artworks and artifacts belonging to particular cultures and times based on visual characteristics
- Know the names of recognized artists from historical periods and diverse cultures, associating the artists with representative works
- Identify stylistic characteristics of representative artists in movements such as Impressionism, Realism, Classicism, etc.
- Identify works of art of similar style or technique
- Create works of art reflective of specific styles of art such as Expressionism, Realism, and Cubism
- Understand that different backgrounds and experiences of artists may be reflected in their work
- Identify the defining characteristics of art forms such as portraiture, relief sculpture, sculpture in the round, sketch, narrative art, genre, seascape, landscape, still life, fantasy, statue, mural, mosaic, print, architecture
- Students will identify and discuss subject matter/symbols/ideas communicated by visual images
- Select and use subject matter, symbols and ideas to communicate meaning
- Students will discuss and compare the use of subject matter, symbols and ideas in their own works of art
- Know what an art historian does

**INSTRUCTIONAL STRATEGIES**

- Reproductions/slides/videos/samples
- Field trips, brainstorming, problem solving
- Cooperative learning, reciprocal teaching
- Guest artist presentations
- Class discussions
- Teacher demonstrations

**SAMPLE LESSONS**

- Discuss the development of Impressionism with the class. Show reproductions of works by Monet, Renoir, Seurat, and Pissaro. Demonstrate Impressionist painting techniques, pointing out how the dots, dashes and daubs of color affect the appearance of the artwork. Students will do a landscape painting with tempera paint in the style of Impressionism
- Use the book, “What Can You Do With a Paper Bag?” (Based on works from The Metropolitan Museum of Art). Students will survey masks wigs, headgear from diverse cultures and historical periods. They will craft a mask/piece of headgear from works shown in the book. Students will model their headpieces and give a short oral presentation about the artwork that suggested it, and the time and place that the work of art/artifact was made.

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><i>Take 5 Art Prints</i>, Crystal Productions<br/> <i>Philadelphia Museum of Art teaching posters</i><br/> <i>Portfolio Prints</i>, Crystal Productions<br/> <i>Getty Multicultural Art Prints</i>, distributed by Crystal Productions<br/> <i>Art History Time Line</i>, Crystal Productions<br/> <i>Ancient and Living Cultures series</i>, Bartok and Ronan<br/> <i>Culture Smart</i>, Susan Rodriguez<br/> <i>Great Artists series</i>, Crystal Productions<br/> <i>Art For Children series</i>, Crystal Productions<br/> <i>What Can You Do with A Paper Bag?</i>, Cressy<br/> <i>Art History Time Line</i>, Crystal Productions<br/> <i>Ancient and Living Cultures series</i>, Bartok and Ronan<br/> <i>Culture Smart</i>, Susan Rodriguez<br/> <i>Great Artists series</i>, Crystal Productions<br/> <i>Art For Children series</i>, Crystal</p> <p><b>Literacy Connections</b><br/> <i>Scholastic Art</i>, bimonthly publication<br/> <i>Office of Creative and Performing Arts Literacy/Arts series</i><br/> <i>Getting to Know the World's Greatest Artists series</i>, Venezia<br/> <i>P Is for Philadelphia</i>, Temple Univ. Press<br/> <i>Molly Meets Mona and Friends</i>, Minnerly and Walker<br/> <i>William Penn Foundation – Literacy Through the Arts Reading Series, Grade 5</i></p> <p><b>Intervention Resources</b><br/> <i>Art Memo Game</i>, Crystal Products<br/> <i>Art Memo II</i>, Crystal Products<br/> <i>Art, Culture and Environment</i>, McFee and Degge<br/> <i>Textile Math: Multicultural Explorations Through Patterns</i>, Franco<br/> <i>The Special Artist's Handbook</i>, Rodriguez</p> | <p><b>PSSA</b><br/> Students read a passage about an illustrator for Captain Marvel Comic Books. They must answer questions based on the text. What are the jobs that Ezra held in the beginning of his career?</p> <p>A. Painted at WPA and then became a comic book illustrator.<br/> B. Painted murals for the WPA, and became a comic book illustrator.<br/> C. Illustrated backgrounds for Captain Marvel comics and became a comic book illustrator.<br/> D. Illustrated for the WPA and then became a comic book illustrator.</p> <p>Answer: B. Painted murals for the WPA, and became a comic book illustrator</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Journals – personal written comments and descriptions pertaining to media, techniques and processes</li> <li>• Teacher/student interviews</li> <li>• Portfolios</li> <li>• Rubrics</li> <li>• Anecdotal record</li> <li>• Teacher/student logs</li> <li>• Exhibitions</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>For Students at the Advanced Level:</b></p> <ul style="list-style-type: none"> <li>• Students will do a detailed research report on the way that different cultures have represented the planets. This report may be submitted in picture book form (from student drawn illustrations).</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Understand that we do not live in a vacuum; who we are, how we live, work and play, as well as the objects that we use in daily life, have all evolved and changed through time and place</li> <li>• Visit historic homes or Period Rooms at Philadelphia Museum of Art. Note and report back to class on the observed differences between contemporary and historic furnishings and household objects.</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Allow students to respond in native language then use appropriate resources to translate their own response into English</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b><br/> All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/> [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> <li>• Student “buddies” to accompany students with disabilities on field trips or to help with process or technique</li> </ul> |

**GRADE 5: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts****PA Standard Statements**

D. Analyze a work of art from its historical and cultural perspective.  
 E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.  
 F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.  
 G. Relate works of art to geographic regions: Africa, Asia, Australia, Europe, Central America, North America, South America.  
 H. Identify, describe and analyze the work of Pennsylvania artists in dance, music, theater, and visual arts.

**Performance  
Content Descriptors**

By the end of grade 5 students will be able to:

- Identify and compare the characteristics of works of art from various cultures, times, and places throughout history.
- Describe and identify works of art as related to history and culture.
- Create works of art based on historical and cultural ideas.

**Rationale:**

Works of art are more than just illustrations; they are historical documents, which contain important information about the human experience. By learning about and analyzing works of art from different times and cultures, students increase their visual literacy as they broaden their historical, cultural and social perspectives.

**VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS****INSTRUCTIONAL MODEL**

- Understand that art has been created in all cultures/eras for multiple purposes
- Know the roles of art in diverse cultures and historical periods
- Identify specific artworks and artifacts belonging to particular cultures and times based on visual characteristics
- Know the names of recognized artists from historical periods and diverse cultures, associating the artists with representative works.
- Know what an art historian does
- Analyze a variety of works of art from diverse cultures and historical periods
- Discuss how elements/principles/expressive features are used in these works
- Know and identify styles of art in diverse cultures and historical periods
- Use the visual arts to identify the interconnectedness and influences of diverse cultures and historical periods
- Develop, use, and retain an art vocabulary

**INSTRUCTIONAL STRATEGIES**

- Teacher demonstration and modeling
- Reading aloud, show picture books,
- Reproductions/slides/videos/samples
- Field trips (virtual and actual)
- Brainstorming, problem solving
- Class discussions and critiques

**SAMPLE LESSONS**

- Research and compile a list of famous Pennsylvania visual artists, from diverse cultures and from all time periods, historic and contemporary. Select one artist and write a biography about him/her.
- Compare the work of Andy Warhol and Andrew Wyeth. Write a paper on their stylistic similarities and differences.
- Students will look at reproductions of different types of paintings (such as cityscapes or portraits) from various cultures, times and places. Write a reaction paper comparing and contrasting the characteristics of two paintings.
- Students will learn about weavings and woven cloth from various cultures (Navajo, African Kente cloth). Students will create a weaving based on a specific culture of their choice and demonstrate its cultural aspects and importance, both orally and in writing.

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><i>Take 5 Art Prints</i>, Crystal Productions<br/> <i>Philadelphia Museum of Art teaching posters</i><br/> <i>Portfolio Prints</i>, Crystal Productions<br/> <i>Getty Multicultural Art Prints</i>, distributed by Crystal Productions<br/> <i>Art History Time Line</i>, Crystal Productions<br/> <i>Ancient and Living Cultures series</i>, Bartok and Ronan<br/> <i>Culture Smart</i>, Susan Rodriguez<br/> <i>Great Artists series</i>, Crystal Productions<br/> <i>Art For Children series</i>, Crystal Productions<br/> <i>What Can You Do with A Paper Bag?</i>, Cressy<br/> <i>Art History Time Line</i>, Crystal Productions<br/> <i>Ancient and Living Cultures series</i>, Bartok and Ronan<br/> <i>Culture Smart</i>, Susan Rodriguez<br/> <i>Great Artists series</i>, Crystal Productions<br/> <i>Art For Children series</i>, Crystal</p> <p><b>Literacy Connections</b><br/> <i>Scholastic Art</i>, bimonthly publication<br/> <i>Office of Creative and Performing Arts Literacy/Arts series</i><br/> <i>Getting to Know the World's Greatest Artists series</i>, Venezia<br/> <i>P Is for Philadelphia</i>, Temple Univ. Press<br/> <i>Molly Meets Mona and Friends</i>, Minnerly and Walker<br/> <i>William Penn Foundation – Literacy Through the Arts Reading Series, Grade 5</i></p> <p><b>Intervention Resources</b><br/> <i>Art Memo Game</i>, Crystal Products<br/> <i>Art Memo II</i>, Crystal Products<br/> <i>Art, Culture and Environment</i>, McFee and Degge<br/> <i>Textile Math: Multicultural Explorations Through Patterns</i>, Franco<br/> <i>The Special Artist's Handbook</i>, Rodriguez</p> | <p><b>PSSA</b><br/> Students are given a passage about Andy Warhol, his art and what influenced him. They must answer questions based on the text.</p> <ol style="list-style-type: none"> <li>Why did Andy Warhol have to spend much of his time in bed as a child?</li> </ol> <ol style="list-style-type: none"> <li>He liked to read.</li> <li>He wanted to hide from his family.</li> <li>He had many medical problems.</li> <li>He liked to paint pictures.</li> </ol> <ol style="list-style-type: none"> <li>What types of images would you see in a "Pop Art" painting?</li> </ol> <ol style="list-style-type: none"> <li>Familiar items that people see everyday</li> <li>Unusual items that no one ever sees</li> <li>Things that are only black and white</li> <li>Things that you would only find in New York</li> </ol> <p>Answer:<br/> 1. C. He had medical problems.<br/> 2. A. Familiar items that people see everyday</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>Journals</li> <li>Teacher/student interviews</li> <li>Portfolios</li> <li>Rubrics</li> <li>Anecdotal record</li> <li>Teacher/student logs</li> <li>Exhibitions</li> <li>Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>For Students at the Advanced Level:</b><br/> Students will make a painting in the style of Andy Warhol</p> <p><b>Home and Community Connections</b><br/> Ask older relatives to describe their childhood, where they grew up, went to school, etc. Student will compare his/her childhood to that of their relative. Write a paper about how their lives might have been different if he/she grew up in another time, another place.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>Provide visual examples and hands-on demonstrations</li> <li>Allow students to respond in native language then use appropriate resources to trans</li> <li>Students share with class samples of art and crafts from their own cultural background English</li> <li>Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b><br/> All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/> [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>Provide visual examples and hands-on demonstrations</li> <li>Step-by-step instruction (task assessment)</li> <li>Charts, diagrams, kinesthetic response</li> <li>Diverse cooperative learning groups</li> <li>Provide accommodation in terms of process or product</li> <li>Student "buddies" to accompany students with disabilities on field trips or to help with process or technique</li> </ul> |

**GRADE 5: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts****PA Standard Statements****VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS**

**I. Identify, explain, and analyze philosophical beliefs as they relate to works in the arts.**

**J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.**

**K. Identify, explain and analyze traditions as they relate to works in the arts.**

**L. Identify, explain and analyze common themes, forms and techniques from works in the arts.**

**Performance****Content Descriptors**

By the end of grade 5 students will be able to:

■ Identify and compare the characteristics of works of art from various cultures, times, and places throughout history.

■ Describe and identify works of art as related to history and culture.

■ Create works of art based on historical and cultural ideas.

■ Use the visual arts to identify the interconnectedness and influences of diverse cultures and historical periods

**Rationale:**

Works of art can reveal a plethora of information about the time and place they were made. Much can be learned about the society that produced the artwork or artifact by studying the product itself. As the aphorism states, "...one picture is worth a thousand words..." Learning how to "read" a work of art can reveal the beliefs, values, religious and cultural practices, and level of technological advancement of any societal group, from the first homo sapiens up to and including 21st century man. Cultivating these skills in our students will enable them to better understand the world around them and their place in it.

**INSTRUCTIONAL MODEL**

- Observe and discuss a variety of works of art and artifacts that exemplify art makers from diverse cultures and historical periods
- Know and use the critical process of the examination of works in the arts  
Compare and contrast; Analyze; Interpret; Form and test hypotheses; Evaluate/form judgments
- Analyze and interpret specific characteristics of works in the arts
- Identify and classify styles, forms, types and genre within art forms
- Evaluate works in the arts using appropriate critical vocabulary
- Interpret and use various types of critical analysis in the arts: contextual, formal, intuitive
- Apply the process of criticism to identify characteristics among works in the arts
- Compare and contrast critical positions about selected works in the arts
- Understand that students can have similar/different descriptions of the same works of art.
- Understand and reflect on different responses to the same work of art
- Respect, appreciate and value the responses and opinions of others
- Recognize that reflection is important for understanding and improving one's own artwork
- Understand and value one's own artworks, and that of one's peers and others, through participation in the classroom, school, and citywide exhibitions

**INSTRUCTIONAL STRATEGIES:**

- Reading aloud, show picture books
- Reproductions/slides/videos/samples
- Field trips (virtual and actual)
- Brainstorming, problem solving
- Class discussions, critiques
- Teacher demonstration

**SAMPLE LESSONS.**

- Show reproductions of a variety of examples of African art. Students choose one artwork and write down everything about it they can see: shape, color, decoration, etc. Students select preferred works from the ones described and give reasons for their selection.
- Show pictures of The Colosseum and other ancient amphitheaters/arenas. Show pictures of Philadelphia's sports stadiums/event halls (old and new). Teacher facilitates a class discussion about the buildings. Students must contrast/compare functionality, design appeal, materials, cost of the structures, both ancient and modern. Students write a review using correct vocabulary, of one of Philadelphia's stadiums discussing the points above.

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><i>Take 5 Art Prints</i>, Crystal Productions</p> <p><i>Philadelphia Museum of Art teaching posters</i></p> <p><i>Portfolio Prints</i>, Crystal Productions</p> <p><i>Getty Multicultural Art Prints</i>, distributed by Crystal Productions</p> <p><i>Art History Time Line</i>, Crystal Productions</p> <p><i>Ancient and Living Cultures series</i>, Bartok and Ronan</p> <p><i>Arts of Africa</i>, Art Institute of Chicago</p> <p><i>Art of Africa Knowledge Cards</i>, Newark Museum</p> <p><i>History Through Art and Architecture series</i>, Alarion Press</p> <p><b>Literacy Connections</b></p> <p><i>African Masks: Can You Spot the Leopard?</i>, Crystal Productions</p> <p><i>Scholastic Art</i>, bimonthly publication</p> <p><i>Office of Creative and Performing Arts Literacy/Arts series</i></p> <p><i>Getting to Know the World's Greatest Artists series</i>, Venezia</p> <p><i>William Penn Foundation – Literacy Through the Arts Reading Series, Grade 5</i></p> <p><b>Intervention Resources</b></p> <p><i>Culture Smart</i>, Susan Rodriguez</p> <p><i>Great Artists series</i>, Crystal Productions</p> <p><i>Art For Children series</i>, Crystal Productions</p> | <p><b>PSSA</b></p> <p>Students must read a lengthy passage about the four steps of the critical process. They must answer questions on the text.</p> <p>Which of the following questions would NOT be asked during the ANALYSIS step of art criticism?</p> <p>A. How does the artwork make you feel?</p> <p>B. How is space arranged in the artwork?</p> <p>C. How is the medium used in the artwork?</p> <p>D. How would you describe the people in this painting?</p> <p>Answer: 1. A. How does the artwork make you feel?</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Journals</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Teacher/student logs</li> <li>• Exhibitions</li> <li>• Audio tapes, video tapes</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>For Students at the Advanced Level:</b></p> <p>Write a critique of a masterwork of choice.</p> <p><b>Home and Community Connections</b></p> <p>Look in the newspaper (Weekend section and/or Sunday edition). Find the Arts section. Locate and bring to class for discussion critic's reviews of current art exhibits and arts performances</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Allow students to respond in native language then use appropriate resources to translate their own response into English</li> <li>• Students share with class samples of art and crafts from their own cultural background</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.</p> <p>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> <li>• Student "buddies" to accompany students with disabilities on field trips or to help with process or technique</li> </ul> |

**GRADE 5: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.3 Critical Response****PA Standard Statements****VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS**

**A. 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.**

**B. Know that works in the arts can be described by using the arts' elements, principles and concepts.**

**C. Know classification skills with materials and processes used to create works in the arts.**

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

**E. Recognize and identify types of critical analysis in the arts and humanities: Contextual criticism, Formal criticism, Intuitive criticism.**

**F. Know how to recognize and identify similar and different characteristics among works in the arts.**

**G. Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities.**

**Performance****Content Descriptors**

By the end of grade 5 students will be able to:

■ Compare multiple purposes for creating works of art.

■ Describe and analyze how personal and cultural experiences influence the development of the individual's artwork and the artwork of others

■ Describe, compare, and reflect on a variety of individual responses to their own artworks and to artworks from various historic eras and cultures

**Rationale:**

Disgruntled artists often complain that, "everybody's a critic!" However, teaching students the skills needed to develop a trained eye and to acquire visual literacy will help them attain higher order thinking skills. It will also help them gain the ability to make informed choices as consumers of every day objects as well as educated viewers of art works and performances. What artist or performer wouldn't appreciate educated eyes and ears?

**INSTRUCTIONAL MODEL**

- Observe and discuss a variety of works of art and artifacts that exemplify art makers from diverse cultures and historical periods
- Know and use the critical process of the examination of works in the arts: Compare and contrast, Analyze; Interpret; Form and test hypotheses; Evaluate/form judgments
- Analyze and interpret specific characteristics of works in the arts
- Identify and classify styles, forms, types and genre within art forms
- Evaluate works in the arts using appropriate critical vocabulary
- Interpret and use various types of critical analysis in the arts: Contextual, Formal, Intuitive
- Apply the process of criticism to identify characteristics among works in the arts
- Compare and contrast critical positions about selected works in the arts
- Understand that students can have similar/different descriptions of the same works of art
- Understand and reflect on different responses to the same work of art
- Respect, appreciate and value the responses and opinions of others
- Recognize that reflection is important for understanding and improving one's own artwork
- Understand and value one's own artworks, and that of one's peers and others, through participation in the classroom, school, and citywide exhibitions

**INSTRUCTIONAL STRATEGIES:**

- Reading aloud, show picture books
- Reproductions/slides/videos/samples
- Field trips (virtual and actual)
- Brainstorming, problem solving
- Class discussions, critiques
- Teacher demonstration

**SAMPLE LESSONS.**

- Show reproductions of a variety of examples of African art. Students choose one artwork and write down everything about it they can see: shape, color, decoration, etc. Students select preferred works from the ones described and give reasons for their selection.
- Show pictures of The Colosseum and other ancient amphitheaters/arenas. Show pictures of Philadelphia's sports stadiums/event halls (old and new). Teacher facilitates a class discussion about the buildings. Students must contrast/compare functionality, design appeal, materials, cost of the structures, both ancient and modern. Students write a review using correct vocabulary, of one of Philadelphia's stadiums discussing the points above.

## PENNSYLVANIA STATE STANDARD:

**9.3 Critical Response**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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**GRADE 5: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.4 Aesthetic Response****PA Standard Statements**

**A. Know how to respond to a philosophical statement about works of arts and humanities.**

**B. Know how to communicate an informed individual opinion about the meaning of works in the arts.**

**C. Recognize that the environment of the observer influences individual aesthetic responses to works in the arts.**

**D. Recognize that choices made by artists regarding subject matter and communicate ideas through works in the arts and humanities**

**Performance Content Descriptors**

By the end of grade 5 students will be able to:

■ Understand that there are various purposes for creating works of visual art.

■ Describe how personal experiences influence the development of the individual's artwork and the artwork of others.

■ Understand and reflect on different responses to the same work of art.

■ Understand that students can have similar and different descriptions of the same work of art.

**Rationale:**

What is considered beautiful by one society or one period of history may be different from that of another. An introduction to the study of aesthetics and an understanding of the cultural influences that help to shape these values will serve as a tool to increase our students understanding of diverse cultural groups.

**VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS****INSTRUCTIONAL MODEL**

- Compare multiple purposes for creating works of art
- Describe and analyze how personal and cultural experiences influence the development of the individual's artwork and the artwork of others
- Know that personal preference may not be the primary criterion for evaluating art and artifacts
- Describe, compare, and reflect on a variety of individual responses to their own artworks and to artworks from various historic eras and cultures
- Observe and discuss a variety of works of art and artifacts that exemplify art makers from diverse cultures and historical periods
- Identify works of art and artifacts and why they were created (beauty, personal expression, etc.)
- Understand that students can have similar and different descriptions of the same works of art
- Respect, appreciate and value the responses and opinions of others
- Recognize that reflection is important for understanding and improving one's own artwork
- Understand and value one's own artworks, and that of one's peers and others, through participation in the classroom, school, and citywide exhibitions
- Develop, use, and retain an art vocabulary

**INSTRUCTIONAL STRATEGIES:**

- Reading aloud, show picture books
- Reproductions/slides/videos/samples
- Field trips (virtual and actual)
- Brainstorming, problem solving
- Class discussions, critiques
- Teacher demonstration

**SAMPLE LESSONS**

- Compare and contrast, orally and in writing, the characteristics, meanings, uses and merits of treatments of animals in artworks and artifacts from Ancient Egypt, modern Europe, and Inuit cultures. Discuss the reasons why the cultures studied incorporate animal forms into the artworks and artifacts.
- Using clay, make a tool that incorporates animal forms in the design. Describe in writing why the particular animal form was chosen and how it was used in the design of the tool.
- Using a computer drawing program, create a full-page advertisement for the clay tool created above which explains why the tool is both useful and beautiful. (Alternatively, use collage and watercolor and marker to create the ad.)
- Read a biography about an artist; write a report about his/her life and work.

## PENNSYLVANIA STATE STANDARD:

**9.4 Aesthetic Response**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><i>Take 5 Art Prints</i>, Crystal Productions<br/> <i>Philadelphia Museum of Art teaching posters</i><br/> <i>Portfolio Prints</i>, Crystal Productions<br/> <i>Getty Multicultural Art Prints</i>, distributed by Crystal Productions<br/> <i>Art History Time Line</i>, Crystal Productions<br/> <i>Ancient and Living Cultures series</i>, Bartok and Ronan<br/> <i>Arts of Africa</i>, Art Institute of Chicago<br/> <i>Art of Africa Knowledge Cards</i>, Newark Museum<br/> <i>History Through Art and Architecture series</i>, Alarion Press</p> <p><b>Literacy Connections</b><br/> <i>African Masks: Can You Spot the Leopard?</i>, Crystal Productions<br/> <i>Scholastic Art</i>, bimonthly publication<br/> <i>Office of Creative and Performing Arts Literacy/Arts series</i><br/> <i>Getting to Know the World's Greatest Artists series</i>, Venezia<br/> <i>William Penn Foundation – Literacy Through the Arts Reading Series, Grade 5</i></p> <p><b>Intervention Resources</b><br/> <i>Culture Smart</i>, Susan Rodriguez<br/> <i>Great Artists series</i>, Crystal Productions<br/> <i>Art For Children series</i>, Crystal Productions</p> | <p><b>PSSA</b><br/> The students read poem “The School Photographer,” by Kristine O’Connell George, which deals with philosophical views about works in the arts. They must answer questions based on the poem.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Journals – include written and oral critiques of student’s own artwork and of the artworks of others</li> <li>• Teacher/student interviews</li> <li>• Portfolios</li> <li>• Rubrics</li> <li>• Anecdotal record</li> <li>• Teacher/student logs</li> <li>• Exhibitions</li> <li>• Audio tapes/video tapes</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>For Students at the Advanced Level:</b><br/> Ask students to think about the following and respond both orally and in writing:</p> <ul style="list-style-type: none"> <li>• Is a copy of an art work as much of a work of art as the original? If not, why not?</li> <li>• Is there a way we can tell what a work of art means?</li> </ul> <p>Students may draw or include pictures and reproductions with their responses</p> <p><b>Home and Community Connections</b><br/> Explain the concept of “form follows function”. Ask students to look around their home. What examples of the concept can they find? What examples of “form follows function” can they find in architecture? Write a rationale for their choices using proper art vocabulary.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Allow students to respond in native language then use appropriate resources to translate their own response into English</li> <li>• Ask students to share with class their culture’s ideals of beauty</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b><br/> All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/> [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> <li>• Student “buddies” to accompany students with disabilities on field trips or to help with process or technique</li> </ul> |



**Core Curriculum**

**GRADE 6: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><b>A. Know and use the elements and principles of art to create works of in the arts and humanities.</b></p> <p><b>Elements:</b> color, form/shape, line, space, texture, value;<br/> <b>Principles:</b> balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony.</p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 6 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Evaluate characteristics of the elements and principles of visual art.</li> <li>■ Arrange the elements of art according to the principles of art to create visual compositions.</li> <li>■ Demonstrate use of color and color relationships.</li> <li>■ Use the elements and principles of art to create the illusion of depth.</li> <li>■ Evaluate characteristics of the elements and principles of visual art.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Create a non-objective composition using the elements and principles of art</li> <li>• Know and use primary, secondary and intermediate colors</li> <li>• Understand color relationships - complementary, analogous, warm, and cool</li> <li>• Demonstrate that value refers to the degree of darkness (shade) or lightness (tint) of a color</li> <li>• Create the illusion of depth - overlapping shapes and forms, making distant objects smaller and closer objects larger, placing distant objects higher and closer objects lower in the picture, using less detail</li> </ul> <p><b>SKETCHBOOK/JOURNAL MAY INCLUDE:</b></p> <ul style="list-style-type: none"> <li>• Sketches using the elements of art to create non-objective compositions</li> <li>• A written analysis of the elements and principles in notable works of art as well as in one's own artwork.</li> <li>• Sketches using geometric and organic shapes to create representational compositions</li> <li>• Color wheel diagram labeled for reference</li> <li>• Black and white dry media value scale</li> <li>• Oil pastel value scale using a primary color, black and white.</li> <li>• Written reflections</li> </ul> <p><b>PORTFOLIO MAY INCLUDE:</b></p> <ul style="list-style-type: none"> <li>• Pastel non-objective composition</li> <li>• Painting using primary colors, secondary colors, intermediate colors, tints and shades</li> <li>• Composition demonstrating the illusion of depth - overlapping shapes and forms, making distant objects higher, smaller, and with less detail and closer objects lower, larger, and with greater detail.</li> </ul> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Observation of quality reproductions of non-objective works of art that clearly demonstrate use of the elements and principles of art</li> <li>• Discuss how the elements and principles of art can be used to communicate visually</li> <li>• Teacher demonstration and modeling</li> <li>• Online research, web quests</li> <li>• Exploration of library and reference materials</li> <li>• Exhibition of student work</li> <li>• Reading aloud, show picture books, color wheel chart</li> <li>• Show reproductions/slides/videos</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions and critiques</li> <li>• Guest artist presentations</li> <li>• Cooperative learning groups</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><i>Art History</i>, Marilyn Stokestad<br/> <i>Adventures in Art</i>, Laura Chapman<br/> <i>Discover Art 6</i>, Laura Chapman<br/> <i>Getty Education Institute for the Arts</i>:<br/> <a href="http://www.artsednet.getty.edu/">http://www.artsednet.getty.edu/</a><br/> <i>The National Gallery of Art</i>:<br/> <a href="http://www.nga.gov">http://www.nga.gov</a><br/> <i>The Philadelphia Museum of Art</i>:<br/> <a href="http://www.philamuseum.org">www.philamuseum.org</a></p> <p><b>Literacy Connections</b><br/> <i>The Dot, Line and Shape Connection</i>, Lee J. Ames<br/> <i>Caribbean Canvas</i>, Frane Lessac<br/> <i>Art In Your World</i>, G. Brommer and G. Horn<br/> <i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b><br/> <i>Tony Couch: Elements and Principles of Design VHS</i><br/> <i>Understanding &amp; Creating Art</i>, Goldstein, Katz, Kowalchuk, and Saunders<br/> <i>The Elements of Color</i>, Itten<br/> <i>Drawing from the Right Side of the Brain</i>, B. Edwards<br/> <i>School Arts Magazine</i><br/> <i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> | <p><b>PSSA</b><br/> Beth is mixing powdered tempera to make a shade of green. She needs 5 parts of yellow to 2 parts of blue. She needs 42 parts of the mixture. How many ounces of yellow does she need?<br/> A. 12 ounces<br/> B. 21 ounces<br/> C. 30 ounces<br/> D. 42 ounces<br/> Answer: C. 30 ounces</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> <p><b>For Students at the Advanced Level:</b><br/> Research an artist who relies upon the elements and principles in their purest form to create works of art, (ie. Mondrian, Kandinsky, Lois M. Jones).</p> <p><b>Home and Community Connections</b><br/> Observe of the uses of both the elements and principles in all forms of media for the purpose of visual communication.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b><br/> All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/> [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> </ul> |

**GRADE 6: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p><b>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works of visual art; paint, draw, craft, sculpt, print, design for environment, communication, multi-media.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 6 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Identify and experiment with drawing/painting media, techniques, and processes.</li> <li>■ Identify and experiment with printmaking media, techniques, and processes.</li> <li>■ Identify and experiment with ceramic handbuilding techniques and become familiar with the firing process.</li> <li>■ Identify and experiment with three-dimensional and fibre media, techniques, and processes.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Use pencil, pen and ink, colored pencils, chalk/pastel, and charcoal to demonstrate the drawing techniques of blending, hatching, crosshatching, stipple</li> <li>• Use watercolor and tempera to demonstrate painting techniques: dry brush, wet into wet, wet into dry, watercolor washes</li> <li>• Create monoprints and block prints</li> <li>• Create pottery using the pinch and/or coil method</li> <li>• Create sculpture objects using one or more of the following: papier mache, clay, cardboard, paper</li> <li>• Create fibre-art using one or more of the following: sewing, weaving, applique, tie-die, batik</li> <li>• Create a composition using digital technology, collage, and/or mixed media</li> </ul> <p><b>SKETCHBOOK/JOURNAL MAY INCLUDE:</b></p> <ul style="list-style-type: none"> <li>• Personal written reflections, comments and descriptions pertaining to media, techniques and processes</li> <li>• Experimentation and notes pertaining to use of media, techniques, and processes</li> </ul> <p><b>PORTFOLIO MAY INCLUDE:</b></p> <ul style="list-style-type: none"> <li>• Drawings</li> <li>• Tempera and watercolor paintings</li> <li>• Monoprints and block prints</li> <li>• Pottery</li> <li>• Three-dimensional art objects</li> <li>• Fiber arts, (e.g. tie dying, batik)</li> <li>• Compositions using computer graphics, collage, and/or mixed media</li> </ul> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Observation of quality reproductions of notable works of art that clearly demonstrate various media, techniques and process</li> <li>• Discuss how various media, techniques and process can be used to communicate ideas in different ways</li> <li>• Teacher demonstration and modeling</li> <li>• Online research, web quests</li> <li>• Exploration of library and reference materials</li> <li>• Exhibition of student work</li> <li>• Reading aloud, show picture books</li> <li>• Show reproductions/slides/videos</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions and critiques</li> <li>• Guest artist presentations</li> <li>• Cooperative learning groups</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><i>Art History</i>, Marilyn Stokestad<br/> <i>Adventures in Art</i>, Laura Chapman<br/> <i>Discover Art 6</i>, Laura Chapman<br/> <i>Getty Education Institute for the Arts</i>:<br/> <a href="http://www.artsednet.getty.edu/">http://www.artsednet.getty.edu/</a><br/> <i>The National Gallery of Art</i>:<br/> <a href="http://www.nga.gov">http://www.nga.gov</a><br/> <i>The Philadelphia Museum of Art</i>:<br/> <a href="http://www.philamuseum.org">www.philamuseum.org</a></p> <p><b>Literacy Connections</b><br/> <i>Balance and Unity</i>, George Horn<br/> <i>Exploring Art</i>, Gene Mittler and Rosalind Ragand<br/> <i>Art in Your World</i>, G. Brommer and G. Horn<br/> <i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b><br/> <i>Drawing from the Right Side of the Brain</i>, Betty Edwards<br/> <i>Paper-maché Today</i>, Sheila McGraw<br/> <i>Emphasis Art</i>, Wachowiak and Clements<br/> <i>The Encyclopedia of Jewelry Making Techniques</i>, J. McGrath<br/> <i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> | <p><b>PSSA</b><br/> A drawing of a playing card is done to scale at 1 inch: 4.5 feet.<br/> Question:<br/> If the actual playing card is 4 inches long, the enlarged drawing would be how long?<br/> A. 15 feet<br/> B. 16.5 feet<br/> C. 18 feet<br/> D. 17 feet<br/> Answer: C. 18 feet (If 1 inch = 4.5 feet, then 4 inches x 4.5 feet = 18 feet.)</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> <p><b>For Students at the Advanced Level</b><br/> Compare and contrast the media, techniques and processes of two famous artists, ie. Vincent Van Gogh and Jackson Pollock.</p> <p><b>Home and Community Connections</b><br/> Observe of appropriate uses of media, techniques, and process in the form of utilitarian objects.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b><br/> All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/> [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of content, process, and/or product</li> </ul> |

**GRADE 6: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>C. Identify and use comprehensive vocabulary within the visual arts.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 6 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Use appropriate art vocabulary to describe, demonstrate, classify, and evaluate works of art.</li> <li>■ Discuss orally, and in writing, subject matter, symbols, and ideas in works of art from diverse cultures and historical periods and in one's own work using appropriate terminology.</li> <li>■ Identify and describe art characteristics and art forms.</li> <li>■ Develop, use and retain an art vocabulary.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• View and discuss Native American, Asian, Middle-Eastern, African, Aboriginal, and/or European artifacts. Determine from evidence in the artifacts, whether the works were created as expressive, functional, or documentary. Explain and defend opinions both orally and in writing</li> <li>• Write an explanation and defense of the significance of their own art work. Include a detailed description of the steps taken in the process of making the work of art and an explanation of the purpose for creating the work of art</li> <li>• Apply appropriate vocabulary and terms in response to art, art making, and evaluation of art</li> <li>• Maintain a word wall</li> </ul> <p><b>SKETCHBOOK/JOURNAL MAY INCLUDE:</b></p> <ul style="list-style-type: none"> <li>• Personal written reflections and comments demonstrating use of appropriate art vocabulary</li> <li>• Written analysis of elements and principles in their own work</li> <li>• Vocabulary and definitions</li> </ul> <p><b>PORTFOLIO MAY INCLUDE:</b></p> <ul style="list-style-type: none"> <li>• Opinion papers on the purposes of creating art</li> <li>• Written explanation and defense of personal artwork</li> <li>• Educational chat labels for artwork that includes: name of the artist, year of birth, title, year created, medium, size, explanation/statement</li> </ul> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Observation of quality reproductions of notable works of art that clearly demonstrate styles, unifying theme, and point of view</li> <li>• Discuss how art vocabulary can be used to communicate features within works of visual art</li> <li>• Introduce new vocabulary in a number of ways: orally, in writing, diagrams, multi-media, etc.</li> <li>• Teacher demonstration and modeling</li> <li>• Online research, web quests</li> <li>• Exploration of library and reference materials</li> <li>• Exhibition of student work</li> <li>• Reading aloud</li> <li>• Show reproductions/slides/videos</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions and critiques</li> <li>• Guest artist presentations</li> <li>• Cooperative learning groups</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><i>The Timelines of History</i>, Gruen<br/> <i>Art and Ideas</i>, Fleming<br/> <i>Art Past, Art Present</i>, Wilkins, Schultz, Linduff<br/> <i>Art History</i>, M. Stokstad<br/> <i>A World of Art</i>, CD Rom<br/> <i>Foundation For Architecture Resource Center</i><br/> <i>Getty Education Institute for the Arts</i>:<br/> <a href="http://www.artsednet.getty.edu/">http://www.artsednet.getty.edu/</a><br/> <i>The National Gallery of Art</i>:<br/> <a href="http://www.nga.gov">http://www.nga.gov</a><br/> <i>The Philadelphia Museum of Art</i>:<br/> <a href="http://www.philamuseum.org">www.philamuseum.org</a></p> <p><b>Literacy Connections</b><br/> <i>History of Art for Young People</i>, Janson<br/> <i>Art in Your World</i>, G. Brommer and G. Horn<br/> <i>Decorative Painting</i>, S. Cavelle<br/> <i>The Art and Science Connection</i>, K. Tolley<br/> <i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b><br/> <i>Vocabulary Builders.com</i><br/> <a href="http://www.vocabularybuilders.com/">http://www.vocabularybuilders.com/</a><br/> <i>School Arts Magazine</i><br/> <i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> | <p><b>PSSA</b><br/> Passage is an art review using the word “opulent” in context. The word “opulent” describes sculptural forms that are:</p> <p>A. non-organic, geometric<br/> B. highly-detailed in appearance<br/> C. bulky and massive<br/> D. plentiful in number</p> <p>Answer: D. Plentiful in number</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> <p><b>For Students at the Advanced Level</b><br/> Focus on one particular culture and recreate a traditional celebration from that culture including art, music, dance, food, etc. Document both the process and the experience.</p> <p><b>Home and Community Connections</b><br/> Collect visual arts articles from the Arts and Entertainment section of the Philadelphia Inquirer and/or other local newspapers.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b><br/> All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/> [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of content, process, and/or product</li> </ul> |

**GRADE 6: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>D. Demonstrate knowledge of at least two styles within visual art through exhibition of unique works.</b></p> <p><b>E. Communicate a unifying theme or point of view through production of works of visual art.</b></p> <p><b>F. Explain works of others within visual art through exhibition.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 6 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Use appropriate art vocabulary to describe, demonstrate, classify, and evaluate works of art.</li> <li>■ Create works of art that reflect specific styles (ie. Classicism, Impressionism, Expressionism, Cubism, Surrealism).</li> <li>■ Identify and discuss unifying themes or point of view in the form of subject matter, symbols and/or ideas.</li> <li>■ Create artwork that communicates a theme or point of view.</li> <li>■ Exhibit work in such a way that demonstrates appreciation of the contribution of peers.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Understand that works of art are created within a certain style</li> <li>• View a variety of styles within the history of art (ie. Classicism, Impressionism, Expressionism, Cubism, Surrealism)</li> <li>• Recognize stylistic differences between works of art with the same or similar themes and/or subject matter</li> <li>• Discuss similarities and differences which may occur within one or more of the following characteristics:             <ul style="list-style-type: none"> <li>content and apparent purpose</li> <li>art media</li> <li>aesthetics</li> </ul> </li> <li>• Compare and contrast two works of art for thematic or point of view differences</li> <li>• Explain the theme or point of view within their own work</li> <li>• Identify the following characteristics within artwork: sketch, portrait, still life, landscape/seascape, relief sculpture, sculpture in the round, statue, print, mural, mosaic, architecture.</li> <li>• Prepare artwork for exhibition</li> </ul> <p><b>SKETCHBOOK/JOURNAL MAY INCLUDE:</b></p> <ul style="list-style-type: none"> <li>• Personal written reflections, and comments pertaining to style, theme, and/or point of view</li> <li>• notes on artistic styles</li> <li>• compare/contrast</li> <li>• sketches reflecting a particular style</li> </ul> <p><b>PORTFOLIO MAY INCLUDE:</b></p> <ul style="list-style-type: none"> <li>• Artwork reflecting a particular style or styles (ie. Impressionist and Cubist still life)</li> <li>• Artwork communicating a theme or point of view</li> <li>• Exhibition quality artwork</li> </ul> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Observation of quality reproductions of notable works of art that clearly demonstrate styles, unifying theme, and point of view</li> <li>• Teacher demonstration and modeling: online research, web quests</li> <li>• Exploration of library and reference materials</li> <li>• Exhibition of student work</li> <li>• Reading aloud</li> <li>• Show reproductions/slides/videos</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions and critiques</li> <li>• Guest artist presentations</li> <li>• Cooperative learning groups</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><i>Art and Ideas</i>, Fleming<br/> <i>Art Past, Art Present</i>, Wilkins, Schultz, Linduff<br/> <i>Emphasis Art: A Qualitative Art Program for Elementary and Middle School</i>, Wachowiak and Clements<br/> <i>Getty Education Institute for the Arts</i>: <a href="http://www.artsednet.getty.edu/">http://www.artsednet.getty.edu/</a><br/> <i>The National Gallery of Art</i>: <a href="http://www.nga.gov">http://www.nga.gov</a><br/> <i>The Philadelphia Museum of Art</i>: <a href="http://www.philamuseum.org">www.philamuseum.org</a></p> <p><b>Literacy Connections</b><br/> <i>Art In Your World</i>, G. Brommer and G. Horn<br/> <i>A History of Art</i>, M. Davidson<br/> <i>How to Look at Modern Art</i>, P. Yenawine<br/> <i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b><br/> <i>Teaching Art With Books Kids Love</i>, <i>Teaching Art Appreciation</i>, <i>Elements of Art</i>, and <i>Principles of Design With Award-Winning Children's Books</i>, by Darcie Clark Frohardt (Illustrator), Darcie Frohardt<br/> <i>School Arts Magazine</i><br/> <i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> | <p><b>PSSA</b><br/> The article describes Surrealism. The main idea from this article about the Surrealist Movement is best summarized by which statement? A. It was developed in the 1920s and featured abstract paintings that interpreted dreams. B. It was best illustrated by an artist named Rene Magritte who painted pictures of trains. C. It was developed in the 1920s and featured paintings that had realistic images arranged in unreal settings. D. It was developed in France in the 1920s. Answer: C. The Surrealist Movement was developed in the 1920s and featured paintings that had realistic images arranged in unreal settings.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> <p><b>For Students at the Advanced Level</b><br/> Compare two works of art with a similar subject such as J.M.W. Turner's "Sunset" Rouen and Claude Monet's "Impression Sunrise". Point out how the artists have used differences in color (light, dark, warm, cool) to capture different times of day as well as weather and season.</p> <p><b>Home and Community Connections</b><br/> Identify a sketch, portrait, still life, landscape/seascape, relief sculpture, sculpture in the round, statue, print, mural, mosaic, architecture within an artwork at home, in a magazine, and/or within the school or community.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b><br/> All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/> [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of content, process, and/or product</li> </ul> |

**GRADE 6: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>G. Explain the function and benefits of practice.</b></p> <p><b>H. Demonstrate and maintain materials safely in work spaces.</b></p> <p><b>I. Know where arts events and exhibitions occur and how to gain admission.</b></p> <p><b>J. Incorporate specific uses of traditional and contemporary technologies in visual art.</b></p> <p><b>K. Incorporate specific uses of traditional and contemporary technologies to explore the humanities.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 6 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Maintain a sketchbook and/or art journal.</li> <li>■ Demonstrate proper use, control, and maintenance of tools and media.</li> <li>■ Become familiar with Philadelphia artists, arts events and art institutions.</li> <li>■ Use both traditional and contemporary technologies to explore the humanities.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Use a sketchbook and/or art journal and understand the purpose of keeping a sketchbook</li> <li>• Be involved with basic aspects of working with both tools and media including set up, use, and clean up</li> <li>• Research high school art programs, local arts and cultural events and/or institutions, local artists, and public artworks within the community</li> <li>• Experience working with a range of technologies in creating works of art including both ancient and contemporary media, techniques, and processes</li> <li>• Understand the interconnectedness between the elements of art and the elements of other art forms, especially their similarity to the elements of music (melody, texture, harmony, tone, scale, and rhythm)</li> <li>• Understand the interconnectedness between visual art and the humanities using both traditional and contemporary technologies</li> </ul> <p><b>SKETCHBOOK/JOURNAL MAY INCLUDE:</b></p> <ul style="list-style-type: none"> <li>• Written observations and reflections</li> <li>• Graphic organizers</li> <li>• Evaluation of work</li> <li>• Sketches, diagrams, and graphs</li> <li>• Comparison and contrast</li> <li>• Notes</li> </ul> <p><b>PORTFOLIO MAY INCLUDE:</b></p> <ul style="list-style-type: none"> <li>• Sketchbook and/or art journal</li> <li>• Notes on proper use and care of materials</li> <li>• Brochures, information, and web quests about high school art programs, arts and cultural events and/or institutions, public artworks, and local artists</li> <li>• Artwork created using both traditional and contemporary technology</li> <li>• Artwork created demonstrating the interconnected of music and art</li> <li>• Artwork and/or written reports using both traditional and contemporary technology to explore the humanities</li> </ul> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Online research, web quests</li> <li>• Exploration of library and reference materials</li> <li>• Teacher demonstration and modeling</li> <li>• Exhibition of student work</li> <li>• Reading aloud</li> <li>• Show reproductions/slides/videos</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions and critiques</li> <li>• Guest artist presentations</li> <li>• Cooperative learning groups</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><i>Guide to Visual and Performing Arts 2005 (Peterson's Professional Degree Programs in the Visual and Performing Arts), Petersons</i><br/> <i>Getty Education Institute for the Arts:</i><br/> <a href="http://www.artsednet.getty.edu">http://www.artsednet.getty.edu</a><br/> <i>The National Gallery of Art:</i><br/> <a href="http://www.nga.gov">http://www.nga.gov</a><br/> <i>The Philadelphia Museum of Art:</i><br/> <a href="http://www.philamuseum.org">www.philamuseum.org</a></p> <p><b>Literacy Connections</b><br/> <i>Artists Journals and Sketchbooks: Exploring and Creating Personal Page</i>, Lynne Perrella<br/> <i>Everything You Ever Wanted to Know About Art Materials (Quarto Book)</i>, Ian Sidaway<br/> <i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b><br/> <i>Why Design?</i>, Anna Slafer and Kevin Cahill<br/> <i>Graphic Storytelling</i>, Will Eisner<br/> <i>Careers In Art (video)</i><br/>           Crystal Productions<br/> <i>School Arts Magazine</i><br/> <i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> | <p><b>PSSA</b><br/>           A kiln in the art room can hold up to 12 clay pots at one time. Loading the kiln as full as possible each time, how many times must the kiln be loaded to fire 54 clay pots?<br/>           A. 5      C. 12<br/>           B. 6      D. 54<br/>           Answer:<br/>           A. 5</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> <p><b>For Students at the Advanced Level</b><br/>           Invent a new kind of paint brush using found objects. Demonstrate how the brush is properly used and cared for, as well as create a painting with the brush.</p> <p><b>Home and Community Connections</b><br/>           A family visit to an art museum, gallery, or arts event. The Philadelphia Museum of Art provides "suggested donation" admission on Sundays. On the "First Friday" of every month, Old City art galleries are free and open to the public during evening hours.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b><br/>           All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/>           [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of content, process, and/or product</li> </ul> |

**GRADE 6: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>A. Explain the historical, cultural and social context of an individual work in the arts.</b></p> <p><b>B. Relate works in the arts chronologically to historical events, e.g., 10,000 B.C. to present.</b></p> <p><b>C. 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).</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 6 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Identify one significant work of art and recognize it's historical, cultural, and social context.</li> <li>■ Identify artwork and artifacts from diverse historical periods.</li> <li>■ Identify the chronology of artwork as related to historical events.</li> <li>■ View and discuss a variety of artwork created throughout history representing varying styles and genre.</li> <li>■ Identify the style and genre of specific artworks and artifacts as belonging to particular historical periods.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Examine a specific work of art and discuss it's historical, cultural, and social context including an analysis of the following:             <ul style="list-style-type: none"> <li>• culture, traditions, social class, religion, ethnicity, and physical environment including geographic region and respective climate</li> <li>• the artist's access or lack of access to formal education</li> <li>• kind of media available to the artist</li> </ul> </li> <li>• Observe art and artifacts from broad historical periods</li> <li>• Relate works of art to world historical events</li> <li>• Relate both style and genre to artwork created during historical eras</li> <li>• Identify unfamiliar art and artifacts from diverse historical periods based on characteristics of known art and artifacts in order to speculate on function or purpose</li> </ul> <p><b>SKETCHBOOK/JOURNAL MAY INCLUDE</b></p> <ul style="list-style-type: none"> <li>• Notes on historical, cultural, and social context of featured artwork</li> <li>• Sketches of artwork from broad historical periods</li> <li>• Timelines of historical events including related works of art</li> <li>• Notes on style and genre characteristics of featured artwork</li> <li>• Written observations and reflections</li> </ul> <p><b>PORTFOLIO MAY INCLUDE:</b></p> <ul style="list-style-type: none"> <li>• Works of art documenting a significant historical event (ie. WWII, "I Have a Dream" speech, Sept 11th)</li> <li>• Works of art reflecting the style and genre of a period within world history</li> </ul> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Observation of quality reproductions of notable works of art that clearly demonstrate historical, cultural, and social contexts</li> <li>• Teacher demonstration and modeling</li> <li>• Online research, web quests</li> <li>• Exploration of library and reference materials</li> <li>• Exhibition of student work</li> <li>• Reading aloud</li> <li>• Show reproductions/slides/videos</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions and critiques</li> <li>• Guest artist presentations</li> <li>• Cooperative learning groups</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><i>The Timelines of History</i>, Gruen<br/> <i>Art and Ideas</i>, Fleming<br/> <i>Art Past, Art Present</i>, Wilkins, Schultz, Linduff<br/> <i>Getty Education Institute for the Arts:</i><br/> <a href="http://www.artsednet.getty.edu">http://www.artsednet.getty.edu</a><br/> <i>The National Gallery of Art:</i><br/> <a href="http://www.nga.gov">http://www.nga.gov</a><br/> <i>The Philadelphia Museum of Art:</i><br/> <a href="http://www.philamuseum.org">www.philamuseum.org</a><br/> <i>Institute of Egyptian Art and Archeology:</i><br/> <a href="http://www.memst.edu/egypt/main.html">http://www.memst.edu/egypt/main.html</a></p> <p><b>Literacy Connections</b><br/> <i>Stitching Stars</i>, Mary Lyons<br/> <i>Abuela's Weave</i>, Omar S. Castenada<br/> <i>The Great Migration</i>, Jacob Alwrence<br/> <i>Houses of China</i>, Bonnie Shemie<br/> <i>History of Art for Young People</i>, Janson<br/> <i>Elements of Literature</i>, Anderson<br/> <i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b><br/> <i>Art Made Easy: Let's Discover Art History! VHS</i>, Patricia Robinson<br/> <i>History for Art for Young People</i>, Janson<br/> <i>School Arts Magazine</i></p> | <p><b>PSSA</b><br/>         Passage describes the Magdalenian art system as being the first in human history.<br/>         Based upon the text above, we know that the Magdalenians:<br/>         A. were meat-eaters.<br/>         B. used animal bones as tools.<br/>         C. created an art system that can be called the first in human history.<br/>         D. art system started in Australia.<br/>         Answer: C. The Magdalenian art system can be called the first in human history.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> <p><b>For Students at the Advanced Level</b><br/>         Examine unfamiliar artwork from diverse historical periods. Attribute the works to historical periods, speculating on the purpose for the work in that historical period. Support ideas using evidence within the work and previous knowledge of historical periods.</p> <p><b>Home and Community Connections</b><br/>         Interview a parent or other family member to gain information about personal family history.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b><br/>         All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/>         [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of content, process, and/or product</li> </ul> |

**GRADE 6: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>D. Analyze a work of art from its historical and cultural perspective.</p> <p>E. Analyze how historical events and culture impacts forms, techniques and purposes of works of art.</p> <p>F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p> <p>G. Relate works of art to geographical regions: Africa, Asia, Australia, Europe, North, South, and Central America.</p> <p>H. Identify, describe and analyze the work of Pennsylvania artists in the visual arts.</p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 6 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Recognize that the significance of a work of art may be determined by its historical and cultural perspective.</li> <li>■ Discuss how historical and cultural world view and experiences influence artists and their work.</li> <li>■ Identify characteristics of art and artifacts in order to determine function or purpose.</li> <li>■ Identify a variety of artwork and artifacts from diverse cultures and historical periods.</li> <li>■ Identify artwork created by important Pennsylvania artists (especially Philadelphia artists)</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Examine a specific work of art and discuss its historical and cultural perspective</li> <li>• Know what an art historian does</li> <li>• View artwork that exemplifies the impact historical events and culture can have on the creation of artwork</li> <li>• Compare and contrast forms, techniques and purposes of artwork from various cultures and eras</li> <li>• Speculate on the function or purpose of unfamiliar artwork from diverse cultures and historical periods</li> <li>• Use appropriate social studies vocabulary to identify and examine visual art and artifacts from geographical regions: the Americas (including Pre-Columbian art), Asia, Africa, Australia, Europe, and the Middle East</li> <li>• Identify the cultural origin of artwork and artifacts based on visual and symbolic characteristics</li> <li>• Identify Pennsylvania artists and artwork, especially those found within the community of Philadelphia</li> </ul> <p><b>SKETCHBOOK/JOURNAL MAY INCLUDE:</b></p> <ul style="list-style-type: none"> <li>• Written observations and reflections</li> <li>• Notes on historical and cultural perspective</li> <li>• Personal reflections on the work of an art historian</li> <li>• Venn diagram comparing and contrasting forms, techniques, and purposes</li> <li>• Sketches and personal reflections about artwork created by artists from studied geographical regions and Pennsylvania</li> <li>• Written observations and reflections</li> </ul> <p><b>PORTFOLIO MAY INCLUDE:</b></p> <ul style="list-style-type: none"> <li>• Artwork related to a specific historical and cultural perspective</li> </ul> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Observation of quality reproductions of notable works of art that clearly demonstrate historical and cultural contexts</li> <li>• Teacher demonstration and modeling</li> <li>• Online research, web quests</li> <li>• Exploration of library and reference materials</li> <li>• Exhibition of student work</li> <li>• Reading aloud</li> <li>• Show reproductions/slides/videos</li> <li>• Show examples of student work</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions and critiques</li> <li>• Guest artist presentations</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><i>One World, Many Cultures, Fifth Edition</i> by Stuart Hirschberg, Terry Hirschberg</p> <p><i>Art From Many Hands</i>, Jo Miles Schuman</p> <p>Getty Education Institute for the Arts:<br/><a href="http://www.artsednet.getty.edu/">http://www.artsednet.getty.edu/</a></p> <p>The National Gallery of Art:<br/><a href="http://www.nga.gov">http://www.nga.gov</a></p> <p>The Philadelphia Museum of Art:<br/><a href="http://www.philamuseum.org">www.philamuseum.org</a></p> <p><b>Literacy Connections</b></p> <p><i>Sadako and the Thousand Paper Cranes</i> by Eleanor Coerr, Ronald Himler</p> <p><i>I, Juan De Pareja</i>, Elizabeth De Trevino</p> <p><i>Soul Looks Back in Wonder</i>, Tom Feelings</p> <p><i>This Land is My Land</i>, George Littlechild</p> <p><i>Elements of Literature</i>, Anderson</p> <p><i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b></p> <p><i>Crafts of Many Cultures (Grades 1-6)</i> by Aurelia Gome</p> <p><i>Disney's Zoog Genius: Language Arts, History, Geography</i> by Disney Interactive</p> <p><i>School Arts Magazine</i></p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> | <p><b>PSSA</b></p> <p>Passage describes the form and use of the circular Aztec calendar. How many degrees will you need to make 12 equal spaces in the outside concentric circle?</p> <p>A. 15 degrees<br/>B. 30 degrees<br/>C. 45 degrees<br/>D. 90 degrees<br/>Answer: B. 30 degrees</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> <p><b>For Students at the Advanced Level</b></p> <p>Look at papier maché sculptures and/or masks of animals from India and Mexico. Ask students to explain why papier maché is used as a medium for these art forms and the significance of the symbolism of the chosen animal form.</p> <p><b>Home and Community Connections</b></p> <p>Identify ordinary objects within the home that serve a specific purpose (ie. a fork). Speculate as to the origin of the object's design and discuss it's purpose.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of content, process, and/or product</li> </ul> |

**GRADE 6: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>Identify, explain and analyze:</p> <p><b>I. Philosophical beliefs as they relate to works of art.</b></p> <p><b>J. Historical and cultural differences as they relate to works of art.</b></p> <p><b>K. Traditions as they relate to works of the art.</b></p> <p><b>L. Common themes, forms and techniques in works of art.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 6 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Identify the role philosophical belief plays in the creation of artwork.</li> <li>■ Identify the role historical and cultural differences play in the creation of artwork.</li> <li>■ Identify the role traditions play in the creation of artwork.</li> <li>■ Identify the common themes, forms, and techniques used in the creation of artwork from diverse cultures and historical periods.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Identify philosophical, religious, gender, historical, and cultural differences which may be reflected in artwork</li> <li>• Compare and contrast artwork from diverse cultures, religions, societies, economies, and historical periods</li> <li>• Identify characteristics found within artwork (ie. portraits) which indicate the role of philosophical, religious, gender, historical, and/or cultural differences</li> <li>• Compare and contrast a personal family tradition with a tradition from another culture including arts and crafts objects associated with that tradition (ie. Puerto Rican Vejigante Masks associated with Carnival)</li> <li>• View and discuss artwork from diverse cultural and historical periods in order to identify common themes, forms, and techniques</li> </ul> <p><b>SKETCHBOOK/JOURNAL MAY INCLUDE:</b></p> <ul style="list-style-type: none"> <li>• Written observations and reflections about philosophical, religious, gender, historical, and cultural differences</li> <li>• Sketches of featured artworks</li> <li>• Sketches and reflections on personal family traditions as well as those of a different tradition</li> <li>• Notes and sketches of common themes, forms, and techniques</li> </ul> <p><b>PORTFOLIO MAY INCLUDE:</b></p> <ul style="list-style-type: none"> <li>• Personal and/or traditional masks celebrating individual differences in philosophy, religion, gender, history, and/or culture</li> <li>• Artwork expressing a common theme, form, and/or technique</li> </ul> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Observation of quality reproductions of notable works of art that clearly demonstrate historical and cultural contexts</li> <li>• Discuss how line shape and color can be used to communicate visually</li> <li>• Teacher demonstration and modeling</li> <li>• Online research, web quests</li> <li>• Exploration of library and reference materials</li> <li>• Exhibition of student work</li> <li>• Reading aloud</li> <li>• Show reproductions/slides/videos</li> <li>• Show examples of student work</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions and critiques</li> <li>• Guest artist presentations</li> <li>• Cooperative learning groups</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><i>A World of Ideas : A Dictionary of Important Theories, Concepts, Beliefs, and Thinkers</i>, Rohmann</p> <p><i>The Everything World's Religions Book</i>, Pollock</p> <p><i>Celebrating Pluralism: Art Education and Cultural Diveristy</i>, Chalmers</p> <p><i>Getty Education Institute for the Arts:</i><br/><a href="http://www.artsednet.getty.edu/">http://www.artsednet.getty.edu/</a></p> <p><i>The National Gallery of Art:</i><br/><a href="http://www.nga.gov">http://www.nga.gov</a></p> <p><i>The Philadelphia Museum of Art:</i><br/><a href="http://www.philamuseum.org">www.philamuseum.org</a></p> <p><b>Literacy Connections</b></p> <p><i>Encounter (Voyager Books)</i>, Jane Yolen, David Shannon</p> <p><i>Tar Beach</i>, Faith Ringgold</p> <p><i>Native Artists of North America</i>, Reavis Moore</p> <p><i>Children of Clay, A Family of Pueblo Potters</i></p> <p><i>Elements of Literature</i>, Anderson</p> <p><i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b></p> <p><i>Tales Alive: Ten Multicultural Folktales with Activities</i>, Milord</p> <p><i>Doctor Coyote: A Native American Aesop's Fables</i></p> <p><i>School Arts Magazine</i></p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> | <p><b>PSSA</b></p> <p>Mike's class is making luminaries for the holidays. The can has a radius of 3" and a height of 10". Mike wants to fill the can with sand to a height of 4". How much sand (to the nearest whole number) will he need for each luminary?</p> <p>A. 75 cu. in.<br/>B. 113 cu. in.<br/>C. 188 cu. in.<br/>D. 282 cu. in.</p> <p>Answer: A. 75 cu. in.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> <p><b>For Students at the Advanced Level</b></p> <p>Look at examples of art and artifacts of a similar subject from diverse cultures and historical periods that demonstrate unity of design in the use of the elements (line, color, shape) such as Richard Hunt's "Red Snapper," Egyptian glass bottle fish, Peruvian pottery bowl.</p> <p><b>Home and Community Connections</b></p> <p>Present a family cultural tradition to the class.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of content, process, and/or product</li> </ul> |

**GRADE 6: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.3 Critical Response****PA Standard Statements****VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS**

**A. Know and use the critical process of examination of works in the arts and humanities.**

**B. Analyze and interpret specific works of art.**

**C. Identify and classify styles, forms, types and genre within art.**

**D. Evaluate works using a complex vocabulary of critical response.**

**E. Interpret and use various types of critical analysis in the arts and humanities.**

**F. Apply the process of criticism to identify characteristics among works of art.**

**G. Compare and contrast positions or opinions about selected works of art.**

**Performance Content Descriptors**

By the end of grade 6 students will be able to:

■ Identify four steps of art criticism: Describe, Analyze, Interpret, Judge.

■ Use art criticism to evaluate works of art.

■ Identify styles, forms, types, and genre of artwork.

■ Reflect on a variety of responses to student artwork as well as artwork from various cultures and time periods.

■ Discuss fact and opinion as it relates to art criticism.

**INSTRUCTIONAL MODEL**

- Recognize what an art critic does and identify how a critique can increase one's perception and appreciation for a work of art
- Identify the four steps of art criticism:
  1. Describe the elements and expressive features found within the work
  2. Analyze the artist's use of the principles of art
  3. Interpret the meaning or message implied or communicated. Form and test hypotheses concerning observations
  4. Evaluate and form judgments about the reason for the success of the work
- Use art criticism to compare and contrast, analyze, interpret, form and test hypotheses, evaluate/form judgments about artwork
- Classify styles, form, types and genre of artwork as being:
  1. representational, stylized, or abstract
  2. figurative, objective, or non-objective
  3. expressive, functional, and/or documentary
- Identify three types of critical analysis: contextual criticism, formal criticism, and intuitive criticism.
- Share student's critical reviews and discuss facts as well as similarities and differences of opinion

**SKETCHBOOK/JOURNAL MAY INCLUDE:**

- Personal observations about characteristics of artwork
- Notes on the four steps of art criticism and types of critical analysis
- Notes on classifying artwork
- Personal written reflections on class critiques
- Self assessment

**PORTFOLIO MAY INCLUDE:**

- Self-assessment rubrics based on critical analysis
- Improvements and/or changes to artwork created prior to critical review

**STRATEGIES**

- Teacher demonstration and modeling
- Online research, web quests
- Exploration of library and reference materials
- Exhibition of student work
- Reading aloud
- Show reproductions/slides/videos
- Field trips (virtual and actual)
- Brainstorming, problem solving
- Class discussions and critiques
- Guest artist presentations
- Cooperative learning groups

## PENNSYLVANIA STATE STANDARD:

**9.3 Critical Response**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><i>What Happened to Art Criticism?</i><br/>by James Elkin</p> <p><i>Emphasis Art</i>,<br/>Wachowiak and Clements</p> <p><i>Art Criticism Magazine</i></p> <p><i>Getty Education Institute for the Arts:</i><br/><a href="http://www.artsednet.getty.edu">http://www.artsednet.getty.edu</a></p> <p><i>The National Gallery of Art:</i><br/><a href="http://www.nga.gov">http://www.nga.gov</a></p> <p><i>The Philadelphia Museum of Art:</i><br/><a href="http://www.philamuseum.org">www.philamuseum.org</a></p> <p><b>Literacy Connections</b></p> <p><i>Teaching Art Criticism</i>,<br/>Tom Anderson</p> <p><i>How to Look at Modern Art</i>,<br/>P. Yenawine</p> <p><i>Glencoe's Middle School Art Series:</i><br/><i>Introducing Art, Exploring Art, Understanding Art</i>,<br/>Mittler &amp; Ragans</p> <p><b>Intervention Resources</b></p> <p><i>Teaching Art With Books Kids Love: Teaching Art Appreciation, Elements of Art, and Principles of Design With Award-Winning Children's Books</i>, by Darcie Clark Frohardt (Illustrator), Darcie Frohardt</p> <p><i>School Arts Magazine</i></p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> | <p><b>PSSA</b></p> <p>Passage describes the second step of art criticism: ANALYSIS. Which of the following questions would NOT be asked during the ANALYSIS step of art criticism?</p> <p>A. How does the artwork make you feel?</p> <p>B. How is space arranged in the artwork?</p> <p>C. How is the medium used in the artwork?</p> <p>D. How would you describe the people in this painting?</p> <p>Answer: A. How does the artwork make you feel?</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> <p><b>For Students at the Advanced Level</b></p> <p>Contact a professional art critic for a school visit. Allow the art critic to present certain aspects of his/her career. Encourage questions and comments.</p> <p><b>Home and Community Connections</b></p> <p>Use the four steps of art criticism on a piece of personal clothing.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of content, process, and/or product</li> </ul> |

**GRADE 6: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.4 Aesthetic Response****PA Standard Statements**

**A. Compare and contrast examples of group and individual philosophical meanings of works of art.**

**B. Compare and contrast informed individual opinions about the meaning of works of art to others.**

**C. Describe how the attributes of the audience's environment influence aesthetic responses.**

**D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities.**

**Performance Content Descriptors**

**By the end of grade 6 students will be able to:**

- Identify differences within groups and individuals perception and interpretation of artwork.
- Read and analyze critical art reviews to discover points which concern critics.
- Identify the influence that an audience's environment has upon ideas and messages conveyed by artwork.
- Understand that philosophy influences perception of artwork
- Identify philosophical ideas generated by artists and/or artwork.

**VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS****INSTRUCTIONAL MODEL**

- Compare broad aesthetic differences found within characteristics such as the use of color and style of dress between gender, culture, and religious philosophy/world view
- Write a critical review for notable artwork from diverse cultural and historical periods as well as a display of student work
- Compare personal responses to those of classmates, art critics and art historians
- Respond to verbal and written comments of peers, teachers, artists or historians about a work of art or artifact
- Explain reasons for student reflections using evidence found within the art work.
- View an art object which may be perceived differently by audiences influenced by a different environment (ie. Ashanti stools). Compare student perceptions of purpose as opposed to the actual purpose for the art object
- View a work of art that communicates an event or philosophy from a particular world view (i.e. Henry O. Tanner's "Annunciation"). Discuss student's individual perceptions of the work of art as opposed to the actual event or philosophy depicted

**SKETCHBOOK/JOURNAL MAY INCLUDE**

- Clippings of favorite art objects from diverse cultural groups and historical periods found in newspapers/magazines with written captions of why the objects are favored
- Personal responses to one's own artwork, to classmates' artwork, and art from diverse cultures and historical periods
- Personal written reflections concerning aesthetic beliefs and observations

**PORTFOLIO MAY INCLUDE:**

- Critical reviews of notable artwork and student artwork
- Artwork reflecting the aesthetics of diverse cultures and historical periods

**STRATEGIES**

- Teacher demonstration and modeling
- Online research, web quests
- Exploration of library and reference materials
- Exhibition of student work
- Reading aloud
- Show reproductions/slides/videos
- Show examples of student work
- Field trips (virtual and actual)
- Brainstorming, problem solving
- Class discussions and critiques
- Guest artist presentations
- Cooperative learning groups

## PENNSYLVANIA STATE STANDARD:

**9.4 Aesthetic Response**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><i>Aesthetics: An Introduction to the Philosophy of Art (Oxford Paperbacks)</i> by Anne Sheppar</p> <p><i>Thinking About Art</i>, E. Feldman</p> <p><i>Art History</i>, Stokstad</p> <p><i>Getty Education Institute for the Arts:</i><br/><a href="http://www.artsednet.getty.edu">http://www.artsednet.getty.edu</a></p> <p><i>The National Gallery of Art:</i><br/><a href="http://www.nga.gov">http://www.nga.gov</a></p> <p><i>The Philadelphia Museum of Art:</i><br/><a href="http://www.philamuseum.org">www.philamuseum.org</a></p> <p><b>Literacy Connections</b><br/><i>Pedagogical Sketchbook</i>, Paul Klee</p> <p><i>Art Reviews from The Philadelphia Inquirer, Art Matters, City Paper, Art In America, New York Times, Time, Newsweek, School Arts Magazine</i></p> <p><i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b><br/><i>Teaching Art With Books Kids Love: Teaching Art Appreciation, Elements of Art, and Principles of Design With Award-Winning Children's Books</i> by Darcie Clark Frohardt (Illustrator), Darcie Frohardt</p> <p><i>School Arts Magazine</i></p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> | <p><b>PSSA</b><br/>The passage describes the Golden Mean. What is the author's purpose for writing this passage about the Golden Mean?</p> <p>A. To persuade the reader<br/>B. To express a person's feelings<br/>C. To argue a point<br/>D. To provide information<br/>Answer: D. To provide information</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> <p><b>For Students at the Advanced Level</b><br/>Organize a student fashion show. Include clothing from diverse cultures in the show.</p> <p><b>Home and Community Connections</b><br/>Describe and explain personal tastes in clothing, music, and art as compared to the tastes of parents or other family members.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b><br/>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of content, process, and/or product</li> </ul> |





**Core Curriculum**

**GRADE 7: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>A. Know and use the elements and principles of art to create works in the arts and humanities:</b><br/> <b>Elements:</b> color, form/shape, line, space, texture, value;<br/> <b>Principles:</b> balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony.</p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 7 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Analyze characteristics of the elements and principles of visual art.</li> <li>■ Arrange the elements of art according to the principles of art to create visual compositions which demonstrate progressive knowledge and skill.</li> <li>■ Demonstrate increased knowledge and skill in use of color and color relationships.</li> <li>■ Analyze characteristics of the elements and principles of visual art.</li> <li>■ Use the elements and principles of art to create the illusion light and shadow.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Create a representational composition using the elements and principles of art</li> <li>• Identify and use various qualities of line: diagonal, horizontal, vertical, thick, thin, curved, spiral, concentric, parallel, perpendicular, and radial</li> <li>• Identify and use the three properties of hue, value, and intensity</li> <li>• Identify and represent positive and negative space</li> <li>• Recognize that contrast can be achieved by line, color, value and/or texture differences</li> <li>• Recognize and identify the differences in dominant and subordinate elements</li> <li>• Generate movement through repetition of elements rather than random arrangement.</li> <li>• Generate areas of emphasis in design by accentuating certain elements</li> </ul> <p><b>SKETCHBOOK/JOURNAL MAY INCLUDE</b></p> <ul style="list-style-type: none"> <li>• Representational sketches of people, places, and things from observation</li> <li>• Experimental line sketches</li> <li>• Negative space drawings</li> <li>• Sketches of contrasting compositional design elements</li> <li>• Written reflections</li> </ul> <p><b>PORTFOLIO MAY INCLUDE:</b></p> <ul style="list-style-type: none"> <li>• Value study drawings of forms</li> <li>• Landscape, portrait, still-life</li> <li>• Copy of a master work of art</li> <li>• Representational sculpture/pottery</li> </ul> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Conduct a class critique. Analyze works based on strong natural textural patterns, contrast and spatial relationships</li> <li>• Discuss how line shape and color can be used in more sophisticated ways to communicate visually</li> <li>• Teacher demonstration and modeling</li> <li>• Reading aloud, show picture books, color wheel chart</li> <li>• Show reproductions/slides/videos</li> <li>• Show examples of student work</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions and critiques</li> <li>• Guest artist presentations</li> <li>• Cooperative learning groups</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><i>Art History</i>, Marilyn Stokestad<br/> <i>Adventures in Art</i>, Laura Chapman<br/> <i>Discover Art 6</i>, Laura Chapman<br/> <i>Getty Education Institute for the Arts</i>:<br/> <a href="http://www.artsednet.getty.edu/">http://www.artsednet.getty.edu/</a><br/> <i>The National Gallery of Art</i>:<br/> <a href="http://www.nga.gov">http://www.nga.gov</a><br/> <i>The Philadelphia Museum of Art</i>:<br/> <a href="http://www.philamuseum.org">www.philamuseum.org</a></p> <p><b>Literacy Connections</b><br/> <i>Caribbean Canvas</i>, Frane Lessac<br/> <i>Art In Your World</i>,<br/> G. Brommer and G. Horn<br/> <i>Louise Nevelson</i>,<br/> <i>Art and Man</i>, Scholastic<br/> <i>Glencoe's Middle School Art Series</i>:<br/> <i>Introducing Art, Exploring Art</i>,<br/> <i>Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b><br/> <i>Tony Couch: Elements and Principles of Design</i> VHS<br/> <i>Understanding &amp; Creating Art</i>,<br/> Goldstein, Katz, Kowalchuk, and<br/> Saunders<br/> <i>The Elements of Color</i>, Itten<br/> <i>Drawing from the Right Side of the Brain</i>, B. Edwards<br/> <i>School Arts Magazine</i><br/> <i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> | <p><b>PSSA</b><br/> Passage describes cubism as a highly influential movement of the 20th century. It also describes design characteristics of cubism. Finally, there is a choice of three images: A, B, C, and D. Based on the text above, determine which of the images above would be an example of Cubism.<br/> A. A      C. C<br/> B. B      D. D<br/> Answer: A.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> <p><b>For Students at the Advanced Level</b><br/> Look at Louise Nevelson's "Homage to the World" as a good example of the design principles of unity and variety in art. Using shoe boxes, cardboard, paper towel rolls and other appropriate media, design and construct a Nevelson style assemblage.</p> <p><b>Home and Community Connections</b><br/> Research and connect with a community activist advocating for human rights. Design a trophy honoring human rights advocacy and present it to the activist in honor of their efforts.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b><br/> All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/> [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> </ul> |

**GRADE 7: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts****PA Standard Statements**

**B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works of visual art: paint, draw, craft, sculpt, print, design for environment, communication, multi-media.**

**Performance Content Descriptors**

By the end of grade 7 students will be able to:

■ **Demonstrate progressive knowledge and skill in drawing/painting media, techniques, and processes.**

■ **Demonstrate progressive knowledge and skill in print-making media, techniques, and processes.**

■ **Demonstrate progressive knowledge and skill in ceramic handbuilding techniques and increased knowledge of the firing process.**

■ **Demonstrate progressive knowledge and skill in three-dimensional and fibre media, techniques, and processes.**

■ **Demonstrate progressive knowledge and skill in computer graphics, collage and mixed media.**

**VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS****INSTRUCTIONAL MODEL**

- Depict accurate representation of objects in the environment with value and detail
- Use pencil, pen and ink, colored pencils, chalk/pastel, and/or charcoal to represent the effect of light and shadow on objects and environment
- Use acrylic paints on canvas to demonstrate color accuracy, value, texture, and blending techniques
- Create monoprints from various materials (ie. paintings on glass, metal, plastic) and apply shading techniques within block prints to increase value and detail
- Create pottery using the pinch, coil, and/or slab method as well as experiment with the decorative processes of carving, stencil, sgraffito, underglaze, and glaze
- Create sculpture in the round using the additive and subtractive methods of carving, constructing/assembling with modeling clay, soap, and/or vermiculite
- Create fibre-art using one or more of the following: sewing, weaving, applique, tie-die, batik
- Present work using a display board, Power Point, and/or a web gallery using digital technology, collage, and/or mixed media

**SKETCHBOOK/JOURNAL MAY INCLUDE**

- Personal written reflections, comments and descriptions pertaining to media, techniques and processes
- Experimentation and notes pertaining to use of media, techniques, and processes

**PORTFOLIO MAY INCLUDE:**

- Representational drawings
- Monoprints and block prints
- Sculpture in the round
- Compositions using computer graphics, collage, and/or mixed media
- Acrylic paintings on canvas
- Ceramic objects
- Fiber art

**STRATEGIES**

- Observation of quality reproductions of notable works of art that clearly demonstrate various media, techniques and process
- Discuss how various media, techniques and process can be used to communicate ideas in different ways
- Teacher demonstration and modeling
- Reading aloud, show picture books
- Show reproductions/slides/videos
- Show examples of student work
- Field trips (virtual and actual)
- Brainstorming, problem solving
- Class discussions and critiques
- Guest artist presentations
- Cooperative learning groups

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><i>Art History</i>, Marilyn Stokestad<br/> <i>Adventures in Art</i>, Laura Chapman<br/> <i>Discover Art 6</i>, Laura Chapman<br/> <i>Getty Education Institute for the Arts</i>:<br/> <a href="http://www.artsednet.getty.edu/">http://www.artsednet.getty.edu/</a><br/> <i>The National Gallery of Art</i>:<br/> <a href="http://www.nga.gov">http://www.nga.gov</a><br/> <i>The Philadelphia Museum of Art</i>:<br/> <a href="http://www.philamuseum.org">www.philamuseum.org</a></p> <p><b>Literacy Connections</b><br/> <i>Animals</i>, Alexander Calder<br/> <i>Art in Your World</i>, G. Brommer and G. Horn<br/> <i>Ceramics, Mastering the Craft</i>, Zakin<br/> <i>Stitching Stars</i>, Mary Lyons<br/> <i>Abuela's Weave</i>, Omar S. Castenada<br/> <i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b><br/> <i>Drawing from the Right Side of the Brain</i>, Betty Edwards<br/> <i>Make Sculptures</i>, K. Solga<br/> <i>Art Past, Art Present</i>, Wilkins, Schultz, Lindoff<br/> <i>Learn to Draw 3-D</i>, D. DuBosque<br/> <i>Mobile, Calder</i>, Video Tape<br/> <i>Relief Printing</i>, Brommel<br/> <i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> | <p><b>PSSA</b><br/> A drawing of a playing card is done to scale at 1 inch:4.5 feet.<br/> Question:<br/> If the actual playing card is 4 inches long, the enlarged drawing would be how long?<br/> A. 15 feet<br/> B. 16.5 feet<br/> C. 18 feet<br/> D. 17 feet<br/> Answer: C. 18 feet (If 1 inch = 4.5 feet, then 4 inches x 4.5 feet = 18 feet.)</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> <p><b>For Students at the Advanced Level</b><br/> Study the works of Renaissance artists who discovered rules for creating illusion of space and distance on a flat surface. Create an interior of a room drawn in perspective.</p> <p><b>Home and Community Connections</b><br/> Become aware of public art such as sculpture, mural, mosaic, installation.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b><br/> All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/> [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> </ul> |

**GRADE 7: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><b>C. Identify and use comprehensive vocabulary within the visual arts.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 7 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Demonstrate progressive knowledge and skill in the use of appropriate art vocabulary to describe, demonstrate, classify, and evaluate works of art.</li> <li>■ Discuss orally and in writing subject matter, symbols, and ideas in works of art by one particular artist and culture as well as one's own work using appropriate terminology.</li> <li>■ Demonstrate progressive knowledge and skill in the identification and description of art characteristics and art forms.</li> <li>■ Demonstrate progressive knowledge, use, and retention of an art vocabulary.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Research one world famous artist and their work; write a short biography including information about works of art created by that artist</li> <li>• Write an explanation and defense of the significance of the art work created by one famous artist. Include a detailed description of the steps taken in the process of making the work of art and an explanation of the purpose for creating the work of art</li> <li>• Apply appropriate vocabulary and terms in response to art, art making, and evaluation of art</li> <li>• Maintain a word wall</li> </ul> <p><b>SKETCHBOOK/JOURNAL MAY INCLUDE</b></p> <ul style="list-style-type: none"> <li>• Personal written reflections, and comments demonstrating use of appropriate art vocabulary</li> <li>• Title, date, medium, size, and location of three works of art by a famous artist</li> <li>• Vocabulary and definitions</li> </ul> <p><b>PORTFOLIO MAY INCLUDE:</b></p> <ul style="list-style-type: none"> <li>• Biography of a famous artist and information about works of art created by that artist</li> <li>• Written explanation and defense of one work of art by a famous artist</li> <li>• Identification labels for famous artwork that includes: name of the artist, year of birth, title, year created, medium, size, explanation/statement</li> </ul> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Read a letter by Vincent Van Gogh</li> <li>• Observation of quality reproductions of notable works of art</li> <li>• Discuss how art vocabulary can be used to communicate features within works of visual art</li> <li>• Introduce new vocabulary in a number of ways (orally, in writing, diagrams, multi-media, etc.)</li> <li>• Teacher demonstration and modeling</li> <li>• Reading aloud</li> <li>• Show reproductions/slides/videos</li> <li>• Show examples of student work</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions and critiques</li> <li>• Guest artist presentations</li> <li>• Cooperative learning groups</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><i>Short Lessons in Art History: Artists and Their Work</i>, Phyllis C. Barker</p> <p><i>Exercises and activities for short lessons in art history: Artists and their work</i>, Phyllis Clausen Barker</p> <p><i>The Philadelphia Museum of Art</i><br/><a href="http://www.philamuseum.org">www.philamuseum.org</a></p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> <p><i>Complete Letters of Vincent Van Gogh</i> by Van Gogh</p> <p><b>Literacy Connections</b><br/><i>Discovering Great Artists: Hands-On Art for Children in the Styles of the Great Masters (Bright Ideas for Learning)</i>, Mary Ann F. Kohl, Kim Solga, Rebecca Van Slyke</p> <p><i>Letters of Vincent Van Gogh</i>, Mark Roskil</p> <p><i>The Letters of Vincent Van Gogh</i>, Ronald De Leeuw (Editor), Arnold Pomerans (Translator)</p> <p><i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b><br/><i>Vocabulary Builders.com</i><br/><a href="http://www.vocabularybuilders.com/">http://www.vocabularybuilders.com/</a></p> <p><i>School Arts Magazine</i></p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> | <p><b>PSSA</b><br/>Passage is an art review using the word “opulent” in context. The word “opulent” describes sculptural forms that are:</p> <ul style="list-style-type: none"> <li>A. Non-organic, geometric</li> <li>B. Highly-detailed in appearance</li> <li>C. Bulky and massive</li> <li>D. Plentiful in number</li> </ul> <p>Answer: D. Plentiful in number</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> <p><b>For Students at the Advanced Level</b><br/>Informed by Vincent Van Gogh's letters to Theo, write a letter to a friend or family member discussing their own work. Use appropriate art terminology in the letter to demonstrate knowledge of the elements, principles, and expressive features.</p> <p><b>Home and Community Connections</b><br/>Visit the Philadelphia Museum of Art. Pay particular attention to the layout and educational labeling that serve to communicate the importance and significance of artworks.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b><br/>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> </ul> |

**GRADE 7: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p><b>D. Demonstrate knowledge of at least two styles within visual art through exhibition of unique works.</b></p> <p><b>E. Communicate a unifying theme or point of view through production of works of visual art.</b></p> <p><b>F. Explain works of others within visual art through exhibition.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 7 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Identify stylistic characteristics within the work of one particular artist, culture, or time period.</li> <li>■ Create works of art that reflect the style of one particular artist, culture, or time period.</li> <li>■ Identify and discuss the unifying themes or points of view within the work of one particular artist, culture, or time period in the form of subject matter, symbols and/or ideas.</li> <li>■ Create artwork that communicates themes or points of view expressed by one particular artist, culture, or time period.</li> <li>■ Exhibit work in such a way that appreciates the contribution of master artists.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Understand the style or styles of one particular artist, culture, or time period.</li> <li>• Research the styles of particular artists, cultures, or time periods within the history of art</li> <li>• Recognize stylistic differences between particular works of art in the form of technique, themes, and/or subject matter</li> <li>• Explain similarities and differences which may occur within one or more of the following characteristics:             <ul style="list-style-type: none"> <li>• content and apparent purpose</li> <li>• art media</li> <li>• aesthetics</li> </ul> </li> <li>• Compare and contrast two or more works of art created by one particular artist, culture, or time period for thematic or point of view differences</li> <li>• Explain the themes or points of view within the work of one particular artist, culture, or time period</li> <li>• Demonstrate the following characteristics within artwork: sketch, portrait, still life, landscape/seascape, relief sculpture, sculpture in the round, statue, print, mural, mosaic, architecture</li> <li>• Prepare presentations on one particular artist, culture, or time period</li> </ul> <p><b>SKETCHBOOK/JOURNAL MAY INCLUDE</b></p> <ul style="list-style-type: none"> <li>• Personal written reflections, and comments pertaining to style, theme, and/or point of view</li> <li>• Notes on particular artistic styles</li> <li>• Compare/contrast</li> <li>• Sketches reflecting the style of one particular artist, culture, or time period.</li> </ul> <p><b>PORTFOLIO MAY INCLUDE</b></p> <ul style="list-style-type: none"> <li>• Artwork reflecting the style of one particular artist, culture, or time period.</li> <li>• Artwork communicating the themes or points of view of one particular artist, culture, or time period.</li> <li>• Presentations of quality artwork</li> </ul> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Observation of quality reproductions of notable works of art that clearly demonstrate styles, unifying theme, and point of view</li> <li>• Teacher demonstration and modeling</li> <li>• Online research, web quests</li> <li>• Exploration of library and reference materials</li> <li>• Exhibition of student work</li> <li>• Reading aloud</li> <li>• Show reproductions/slides/videos</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions and critiques</li> <li>• Guest artist presentations</li> <li>• Cooperative learning groups</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><i>Art and Ideas</i>, Fleming</p> <p><i>Art Past, Art Present</i>, Wilkins, Schultz, Linduff</p> <p><i>Emphasis Art: A Qualitative Art Program for Elementary and Middle School</i>, Wachowiak and Clements</p> <p><i>The Philadelphia Museum of Art</i> <a href="http://www.philamuseum.org">www.philamuseum.org</a></p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> <p><b>Literacy Connections</b></p> <p><i>Art In Your World</i>, G. Brommer and G. Horn</p> <p><i>A History of Art</i>, M. Davidson</p> <p><i>How to Look at Modern Art</i>, P. Yenawine</p> <p><i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b></p> <p><i>Teaching Art With Books Kids Love: Teaching Art Appreciation, Elements of Art, and Principles of Design With Award-Winning Children's Books</i> by Darcie Clark Frohardt (Illustrator), Darcie Frohardt</p> <p><i>School Arts Magazine</i></p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> | <p><b>PSSA</b></p> <p>The article describes Surrealism. The main idea from this article about the Surrealist Movement is best summarized by which statement? A. It was developed in the 1920s and featured abstract paintings that interpreted dreams. B. It was best illustrated by an artist named Rene Magritte who painted pictures of trains. C. It was developed in the 1920s and featured paintings that had realistic images arranged in unreal settings. D. It was developed in France in the 1920s. Answer: C. The Surrealist Movement was developed in the 1920s featured paintings that had realistic images arranged in unreal settings.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> <p><b>For Students at the Advanced Level</b></p> <p>Identify representative artists and the stylistic characteristics in movements such as: Impressionism, Expressionism, Classicism</p> <p><b>Home and Community Connections</b></p> <p>Make a portrait of an important family member or significant person in the community.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> </ul> |

**GRADE 7: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| PA Standard Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | VISUAL ARTS INSTRUCTIONAL MODEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>G. Explain the function and benefits of practice</b></p> <p><b>H. Demonstrate and maintain materials safely in work spaces.</b></p> <p><b>I. Know where arts events and exhibitions occur and how to gain admission.</b></p> <p><b>J. Incorporate specific uses of traditional and contemporary technologies in visual art.</b></p> <p><b>K. Incorporate specific uses of traditional and contemporary technologies to explore the humanities.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 7 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Maintain a sketchbook and/or art journal and explain the purpose of keeping a sketchbook.</li> <li>■ Demonstrate progressive knowledge in the use, control, and maintenance of tools and media.</li> <li>■ Visit a Philadelphia artist, arts event and/or art institution.</li> <li>■ Demonstrate progressive use of both traditional and contemporary technologies to create works of art.</li> <li>■ Demonstrate progressive use of both traditional and contemporary technologies to explore the humanities.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Use a sketchbook and/or art journal</li> <li>• Be involved with essential aspects of working with both tools and media including set up, use, and clean up</li> <li>• Visit and/or meet with one or more of the following: a high school art program, a local arts and cultural event and/or institution, local artists, public artwork within the community at the Philadelphia Museum of Art. Students may explore essential questions, processes, facts and disciplines in the galleries through observation, discussion and gallery activities. The Museum teachers use the varied museum collections to help students (K-12) and teachers make connections between the visual arts and other disciplines. Sample topics for museum lessons are: American Art; Art of Many Cultures; China and Japan; Medieval and Renaissance; Mythology; World Languages; Modern Art; Portrait, Landscape, Still Life).</li> <li>• Explore the possibilities of creating works of art using no more than two technologies (ranging from ancient to contemporary)</li> <li>• Explore the interconnectedness between the elements of art and the elements of other art forms especially their similarity to the elements of music (melody, texture, harmony, tone, scale, and rhythm)</li> <li>• Explore the interconnectedness between visual art and the humanities using both traditional and contemporary technologies</li> </ul> <p><b>SKETCHBOOK/JOURNAL MAY INCLUDE</b></p> <ul style="list-style-type: none"> <li>• Written observations and reflections</li> <li>• Graphic organizers</li> <li>• Evaluation of work</li> <li>• Sketches, diagrams, and graphs</li> <li>• Comparison and contrast</li> <li>• Notes</li> </ul> <p><b>PORTFOLIO MAY INCLUDE</b></p> <ul style="list-style-type: none"> <li>• Sketchbook and/or art journal</li> <li>• Notes on proper use and care of materials</li> <li>• Brochures, information, and web quests, from high school art programs, arts and cultural events and/or institutions, public artworks, and local artists</li> <li>• Artwork created exploring the possibilities of no more than two technologies</li> <li>• Artwork created exploring the interconnected of music and art</li> <li>• Artwork and/or written reports using both traditional and contemporary technology to explore the humanities</li> </ul> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Online research, web quests</li> <li>• Exploration of library and reference materials</li> <li>• Teacher demonstration and modeling</li> <li>• Online research, web quests</li> <li>• Exploration of library and reference materials</li> <li>• Exhibition of student work</li> <li>• Reading aloud</li> <li>• Show reproductions/slides/videos</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions and critiques</li> <li>• Guest artist presentations</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><i>Guide to Visual and Performing Arts 2005 (Peterson's Professional Degree Programs in the Visual and Performing Arts), Petersons</i></p> <p><i>The Philadelphia Museum of Art</i><br/>www.philamuseum.org</p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> <p><b>Literacy Connections</b></p> <p><i>Artists Journals and Sketchbooks: Exploring and Creating Personal Pages</i> by Lynne Perrella</p> <p><i>Everything You Ever Wanted to Know About Art Materials (Quarto Book)</i> by Ian Sidaway</p> <p><i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b></p> <p><i>Why Design?</i>, Anna Slafer and Kevin Cahill</p> <p><i>Graphic Storytelling</i>, Will Eisner</p> <p><i>Careers In Art (video)</i><br/>Crystal Productions</p> <p><i>School Arts Magazine</i></p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> | <p><b>PSSA</b></p> <p>A kiln in the art room can hold up to 12 clay pots at one time. Loading the kiln as full as possible each time, how many times must the kiln be loaded to fire 54 clay pots?</p> <p>A. 5      C. 12<br/>B. 6      D. 54</p> <p>Answer:<br/>A. 5</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> <p><b>For Students at the Advanced Level</b></p> <p>Create a brochure, map, or virtual tour of a Philadelphia art institution using digital technology.</p> <p><b>Home and Community Connections</b></p> <p>Make a family visit to an art museum, gallery, or arts event. The Philadelphia Museum of Art provides "suggested donation" admission on Sundays. On the "First Friday" of every month, Old City art galleries are free and open to the public during evening hours.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> </ul> |

**GRADE 7: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts****PA Standard Statements**

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

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

**C. 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).**

**Performance Content Descriptors**

By the end of grade 7 students will be able to:

■ Research the work of one artist and identify historical, cultural, and social context.

■ Demonstrate progressive knowledge and skill in identifying artwork and artifacts from diverse historical periods.

■ Demonstrate progressive knowledge and skill in identifying the chronology of artwork as related to historical events.

■ View and discuss a specific artwork representing particular styles and genre.

■ Identify the style and genre of a specific artwork as belonging to a particular historical period.

**VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS****INSTRUCTIONAL MODEL**

- Know the name of at least one recognized artist and identify his/her historical period, culture, and representative works including an analysis of the following:
  - culture, traditions, social class, religion, ethnicity, and physical environment including geographic region and respective climate
  - the artist's access or lack of access to formal education
  - kind of media available to the artist
- Research artwork from one particular historical period
- Relate a specific work of art to world historical events
- Relate both style and genre to a specific artwork created during historical eras
- Compare and contrast works of art created by different artists from the same historical period (contemporaries of the artist studied)

**SKETCHBOOK/JOURNAL MAY INCLUDE**

- Notes on historical, cultural, and social context of studied artwork
- Sketches of work created by studied artist
- Notes on style and genre characteristics of studied artwork
- Timelines of historical events related to the life and work of studied artist

**PORTFOLIO MAY INCLUDE**

- Artwork documenting significant historical events within the life of studied artist
- Artwork reflecting the style and genre of studied artist

**STRATEGIES**

- Observation of quality reproductions of notable works of art that clearly demonstrate historical, cultural, and social contexts
- Teacher demonstration and modeling
- Online research, web quests
- Exploration of library and reference materials
- Exhibition of student work
- Reading aloud
- Show reproductions, slides, videos
- Field trips (virtual and actual)
- Brainstorming, problem solving
- Class discussions and critiques
- Guest artist presentations
- Cooperative learning groups

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><i>Short Lessons in Art History: Artists and Their Work</i>, Phyllis C. Barker</p> <p><i>Exercises and activities for short lessons in art history: Artists and their work</i>, Phyllis Clausen Barker</p> <p><i>The Philadelphia Museum of Art</i><br/><a href="http://www.philamuseum.org">www.philamuseum.org</a></p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> <p><b>Literacy Connections</b></p> <p><i>Early Renaissance, High Renaissance Baroque</i> (Video)</p> <p><i>African Roots</i>, Silverman</p> <p><i>Aztec, Inca, Maya</i>, Baquedano</p> <p><i>Elements of Literature</i>, Anderson</p> <p><i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b></p> <p><i>Art Made Easy: Let's Discover Art History! VHS</i>, Patricia Robinson</p> <p><i>History for Art for Young People</i>, Janson</p> <p><i>School Arts Magazine</i></p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> | <p><b>PSSA</b></p> <p>Passage describes the Magdalenian art system as being the first in human history.</p> <p>Based upon the text above, we know that the Magdalenians :</p> <p>A. Were meat-eaters.</p> <p>B. Used animal bones as tools.</p> <p>C. Created an art system that can be called the first in human history.</p> <p>D. Art system started in Australia.</p> <p>Answer: C. The Magdalenian art system can be called the first in human history.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> <p><b>For Students at the Advanced Level</b></p> <p>Discuss differences in subject matter, style, and genre of work such as that done by Vermeer, Hals, and Breugel; mythological (Ancient Greek, Neo-classic), historical (David, Goya, Rivera, Van der Weyden), and fantasy (Dali, Bosch) work.</p> <p><b>Home and Community Connections</b></p> <p>Class presentation of history or culture by a guest parent or family member.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.</p> <p>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> </ul> |

**GRADE 7: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>D. Analyze a work of art from its historical and cultural perspective.</b></p> <p><b>E. Analyze how historical events and culture impacts forms, techniques and purposes of works of art.</b></p> <p><b>F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.</b></p> <p><b>G. Relate works of art to geographical regions: Africa, Asia, Australia, Europe, North, South, and Central America.</b></p> <p><b>H. Identify, describe and analyze the work of Pennsylvania artists in the visual arts.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 7 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Discuss the significance of a work of art according to its historical and cultural perspective.</li> <li>■ Research the historical and cultural world view and experiences that have influenced an artist and his/her work.</li> <li>■ Research characteristics of art and artifacts in order to determine function or purpose.</li> <li>■ Discuss a variety of artwork and artifacts from diverse cultures and historical periods.</li> <li>■ Describe artwork created by important Pennsylvania artists (especially Philadelphia artists).</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Research a specific work of art to understand its historical and cultural perspective</li> <li>• In relation to the work of one artist perform the role of an art historian</li> <li>• Research the impact that historical events and culture have had on the work of a specific artist and/or the creation of a specific artwork</li> <li>• Compare and contrast forms, techniques and purposes of artwork created by one particular artist with those created by an artist from a different culture and/or era</li> <li>• Use appropriate social studies vocabulary to describe visual art and artifacts from geographical regions: the Americas (including Pre-Columbian art), Asia, Africa, Australia, Europe, and the Middle-East</li> <li>• Discuss the cultural origin of specific artworks and artifacts based on visual and symbolic characteristics</li> <li>• Discuss Pennsylvania artists and describe their artwork, especially those found within the community of Philadelphia</li> </ul> <p><b>SKETCHBOOK/JOURNAL MAY INCLUDE</b></p> <ul style="list-style-type: none"> <li>• Written observations and reflections</li> <li>• Notes on historical and cultural perspective</li> <li>• Personal reflections on the work of a specific artist</li> <li>• Venn diagram comparing and contrasting forms, techniques, and purposes</li> <li>• Sketches and personal reflections about artwork created by artists from studied geographical regions and Pennsylvania.</li> </ul> <p><b>PORTFOLIO MAY INCLUDE</b></p> <ul style="list-style-type: none"> <li>• Artwork reflecting the historical and cultural perspective of a specific artist</li> </ul> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Observation of quality reproductions of notable works of art that clearly demonstrate historical and cultural contexts</li> <li>• Teacher demonstration and modeling</li> <li>• Online research, web quests</li> <li>• Exploration of library and reference materials</li> <li>• Exhibition of student work</li> <li>• Reading aloud</li> <li>• Show reproductions/slides/videos</li> <li>• Show examples of student work</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions and critiques</li> <li>• Guest artist presentations</li> <li>• Cooperative learning groups</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><i>One World, Many Cultures, Fifth Edition</i> by Stuart Hirschberg , Terry Hirschberg</p> <p><i>Art From Many Hands</i>, Jo Miles Schuman</p> <p><i>The reflections of a nineteenth century Pennsylvania German folk artist</i> by Lewis Miller</p> <p><i>Philadelphia Art Now: Artists Chose Artists</i> by Julie Courtney</p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> <p><b>Literacy Connections</b></p> <p><i>Waiting for The Rain (Laurel Leaf Books)</i> by Sheila Gordon</p> <p><i>I Know Why the Caged Bird Sings</i> by Maya Angelou</p> <p><i>The Block</i> written by Langston Hughes, illustrated by Romare Bearden, selected by Lowery, Sims, and Voight</p> <p><i>Elements of Literature</i>, Anderson</p> <p><i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b></p> <p><i>National Geographic magazines (photos of cultures and geography)</i></p> <p><i>School Arts Magazine</i></p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> | <p><b>PSSA</b></p> <p>Passage describes the form and use of the circular Aztec calendar. How many degrees will you need to make 12 equal spaces in the outside concentric circle?</p> <p>A. 15 degrees<br/>B. 30 degrees<br/>C. 45 degrees<br/>D. 90 degrees</p> <p>Answer: B. 30 degrees</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> <p><b>For Students at the Advanced Level</b></p> <p>Study artifacts, such as tools, furnishings, vehicles, personal ornaments, paintings and sculptures whose emphasis is on content, e.g. religion, propaganda, or to commemorate an event.</p> <p><b>Home and Community Connections</b></p> <p>Class presentation by a local artist of their life and work.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.</p> <p>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> </ul> |

**GRADE 7: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p>Identify, explain and analyze:</p> <p><b>I. Philosophical beliefs as they relate to works of art.</b></p> <p><b>J. Historical and cultural differences as they relate to works of art.</b></p> <p><b>K. Traditions as they relate to works of the art</b></p> <p><b>L. Common themes, forms and techniques in works of art.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 7 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Explain the role philosophical belief plays in the creation of artwork.</li> <li>■ Explain the role historical and cultural differences play in the creation of artwork.</li> <li>■ Explain the role traditions play in the creation of artwork.</li> <li>■ Explain common themes, forms, and techniques used in the creation of artwork from diverse cultures and historical periods.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Identify the evidence of specific artist's philosophical, religious, gender, historical, and cultural qualities which may be reflected in his/her work</li> <li>• Compare and contrast a specific artwork with an artwork from a different culture, religion, society, economy, and/or historical period</li> <li>• Explain characteristics found within the work of a particular artist which indicate the role of philosophical, religious, gender, historical, and/or cultural differences</li> <li>• Research a tradition celebrated within the culture of a particular artist including any arts and crafts objects associated with that tradition</li> <li>• View and discuss artwork by a specific artist and his/her contemporaries in order to identify common themes, forms, and techniques</li> </ul> <p><b>SKETCHBOOK/JOURNAL MAY INCLUDE</b></p> <ul style="list-style-type: none"> <li>• Written observations and reflections about philosophical, religious, gender, historical, and cultural differences</li> <li>• Sketches of featured artworks</li> <li>• Sketches and reflections on an artist's cultural tradition</li> <li>• Notes and sketches of common themes, forms, and techniques</li> </ul> <p><b>PORTFOLIO MAY INCLUDE</b></p> <ul style="list-style-type: none"> <li>• Artwork reflecting a specific philosophical, religious, gender, historical, and/or cultural difference found within the work of a specific artist</li> <li>• Artwork expressing common themes, forms, and/or techniques found within the work of a specific artist</li> </ul> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Observation of quality reproductions of notable works of art that clearly demonstrate historical and cultural contexts</li> <li>• Discuss how line shape and color can be used to communicate visually</li> <li>• Teacher demonstration and modeling</li> <li>• Online research, web quests</li> <li>• Exploration of library and reference materials</li> <li>• Exhibition of student work</li> <li>• Reading aloud</li> <li>• Show reproductions/slides/videos</li> <li>• Show examples of student work</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions and critiques</li> <li>• Guest artist presentations</li> <li>• Cooperative learning groups</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><i>A World of Ideas : A Dictionary of Important Theories, Concepts, Beliefs, and Thinkers</i>, Rohmann</p> <p><i>The Everything World's Religions Book</i>, Pollock</p> <p><i>Celebrating Pluralism: Art education and Cultural Diveristy</i>, Chalmers</p> <p>Getty Education Institute for the Arts:<br/><a href="http://www.artsednet.getty.edu/">http://www.artsednet.getty.edu/</a></p> <p>The National Gallery of Art -<br/><a href="http://www.nga.gov">http://www.nga.gov</a></p> <p>The Philadelphia Museum of Art Teaching Poster Sets</p> <p><b>Literacy Connections</b></p> <p><i>Chinese Culture for Kids</i><br/>by Anna-Sieglinde Moser</p> <p><i>Dragonwings : Golden Mountain Chronicles: 1903</i><br/>by Laurence Yep</p> <p><i>How to Look at Modern Art</i>,<br/>P. Yenawine</p> <p><i>Elements of Literature</i>, Anderson</p> <p><i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b></p> <p><i>In Praise of our Fathers and Mothers</i>, Cheryl and Wade Hudson</p> <p><i>Encounter</i> (Voyager Books)<br/>by Jane Yolen, David Shannon</p> <p><i>Tar Beach</i>, Faith Ringgold</p> <p><i>School Arts Magazine</i></p> <p>The Philadelphia Museum of Art Teaching Poster Sets</p> | <p><b>PSSA</b></p> <p>Mike's class is making luminaries for the holidays. The can has a radius of 3" and a height of 10". Mike wants to fill the can with sand to a height of 4". How much sand (to the nearest whole number) will he need for each luminary?</p> <p>A. 75 cu. in.<br/>B. 113 cu. in.<br/>C. 188 cu. in.<br/>D. 282 cu. in.</p> <p>Answer:<br/>A. 75 cu. in.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> <p><b>For Students at the Advanced Level</b></p> <p>Invent a new tradition and create art objects to be associated with the tradition.</p> <p><b>Home and Community Connections</b></p> <p>Participate in a multi-cultural festival.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> </ul> |

**GRADE 7: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.3 Critical Response****PA Standard Statements**

**A. Know and use the critical process of examination of works in the arts and humanities.**

**B. Analyze and interpret specific works of art. Identify and classify styles, forms, types and genre within art.**

**C. Evaluate works using a complex vocabulary of critical response.**

**D. Interpret and use various types of critical analysis in the arts and humanities.**

**E. Apply the process of criticism to identify characteristics among works of art.**

**F. Compare and contrast positions or opinions about selected works of art.**

**Performance Content Descriptors**

By the end of grade 7 students will be able to:

■ Discuss four steps of art criticism: Describe, Analyze, Interpret, Judge.

■ Use art criticism to evaluate works of art with progressive knowledge and skill.

■ Discuss styles, forms, types, and genre of artwork.

■ Reflect on a variety of responses to student artwork as well as artwork from various cultures and time periods with progressive knowledge and skill.

■ Discuss opposing points of view as they relate to art criticism.

**VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS****INSTRUCTIONAL MODEL**

- Discuss what an art critic does and describe how a critique can increase one's perception and appreciation for a work of art
- Discuss the four steps of art criticism:
  1. Describe the elements and expressive features found within the work
  2. Analyze the artist's use of the principles of art
  3. Interpret the meaning or message implied or communicated. Form and test hypotheses concerning observations.
  4. Evaluate and form judgments about the reason for the success of the work
- Use art criticism to compare and contrast, analyze interpret, form and test hypotheses, evaluate/form judgments about a specific artist's work.
- Explain why a specific artwork's style, form, type and/or genre may be classified as:
  - Representational, stylized, or abstract
  - Figurative, objective, or non-objective
  - Expressive, functional, and/or documentary
- Share student's critical reviews and discuss opposing points of view
- Discuss three types of critical analysis: Contextual criticism, Formal criticism, and Intuitive criticism

**SKETCHBOOK/JOURNAL MAY INCLUDE**

- Personal observations about characteristics of artwork
- Notes on the four steps of art criticism and types of critical analysis
- Notes on classifying artwork
- Personal written reflections on class critiques
- Self-assessment

**PORTFOLIO MAY INCLUDE**

- Self-assessment rubrics based on critical analysis
- Improvements and/or changes to artwork created prior to critical review

**STRATEGIES**

- Teacher demonstration and modeling
- Online research, web quests
- Exploration of library and reference materials
- Exhibition of student work
- Reading aloud
- Show reproductions/slides/videos
- Field trips (virtual and actual)
- Brainstorming, problem solving
- Class discussions and critiques
- Guest artist presentations
- Cooperative learning groups

## PENNSYLVANIA STATE STANDARD:

**9.3 Critical Response**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><i>What Happened to Art Criticism?</i><br/>by James Elkin</p> <p><i>Emphasis Art</i>,<br/>Wachowiak and Clements</p> <p><i>Art Criticism Magazine</i></p> <p><i>Getty Education Institute for the Arts:</i><br/><a href="http://www.artsednet.getty.edu/">http://www.artsednet.getty.edu/</a></p> <p><i>The National Gallery of Art -</i><br/><a href="http://www.nga.gov">http://www.nga.gov</a></p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> <p><b>Literacy Connections</b></p> <p><i>Teaching Art Criticism</i>,<br/>Tom Anderson</p> <p><i>How to Look at Modern Art</i>,<br/>P. Yenawine</p> <p><i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b></p> <p><i>Teaching Art With Books Kids Love: Teaching Art Appreciation, Elements of Art, and Principles of Design With Award-Winning Children's Books</i><br/>by Darcie Clark Frohardt (Illustrator),<br/>Darcie Frohardt</p> <p><i>School Arts Magazine</i></p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> | <p><b>PSSA</b></p> <p>Anchor describes the third step of art criticism: INTERPRETATION. Which of the following could be asked during the INTERPRETATION step of art criticism?</p> <p>A. What types of patterns and textures are in the artwork?</p> <p>B. What does the artwork mean to you?</p> <p>C. What do you think is good about this painting?</p> <p>D. What group of people (mothers, elderly, teenagers, etc.) would appreciate this type of artwork?</p> <p>Answer: B. What does the artwork mean to you?</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> <p><b>For Students at the Advanced Level</b></p> <p>Write a critical review of a student art show for publication in a school newsletter or newspaper.</p> <p><b>Home and Community Connections</b></p> <p>Use the four steps of art criticism to evaluate the decoration in a bedroom or other personal space.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> </ul> |

**GRADE 7: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.4 Aesthetic Response****PA Standard Statements**

**A. Compare and contrast examples of group and individual philosophical meanings of works of art.**

**B. Compare and contrast informed individual opinions about the meaning of works of art to others.**

**C. Describe how the attributes of the audience's environment influence aesthetic responses.**

**D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities.**

**Performance Content Descriptors**

By the end of grade 7 students will be able to:

■ Discuss differences within groups and individuals perception and interpretation of an artwork.

■ Write a critical art review for a work of art created by a master artist.

■ Discuss influences that an audience's environment has upon the idea and message conveyed by a particular artwork.

■ Discuss styles, forms, types, and genre of artwork.

■ Explain philosophical influences on the perception of a particular artwork.

■ Describe philosophical ideas generated by a particular artist and/ or artwork.

**VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS****INSTRUCTIONAL MODEL**

- Compare and contrast personal aesthetic tastes with those from another gender, culture, and religious philosophy/world view
- Write a critical review for notable artwork from a specific artist as well as a display of student work
- Compare personal responses to those of classmates, art critics and art historians
- Respond to verbal and written comments of peers, teachers, artists or historians about a work of art or artifact
- Explain reasons for student reflections using evidence found within the art work
- Discuss different possible perceptions of specific art objects which may be influenced by environment
- Explain an event, philosophy, or particular world view depicted or implied by a specific work of art

**SKETCHBOOK/JOURNAL MAY INCLUDE**

- Sketches of artwork by featured artist with captions as to why the artworks may be considered important or notable
- Personal responses to one's own artwork, to classmates' artwork, and art from a specific artist
- Personal written reflections concerning aesthetic beliefs and observations

**PORTFOLIO MAY INCLUDE**

- Critical review of artwork created by a specific artist
- Artwork reflecting the aesthetic of a specific artist

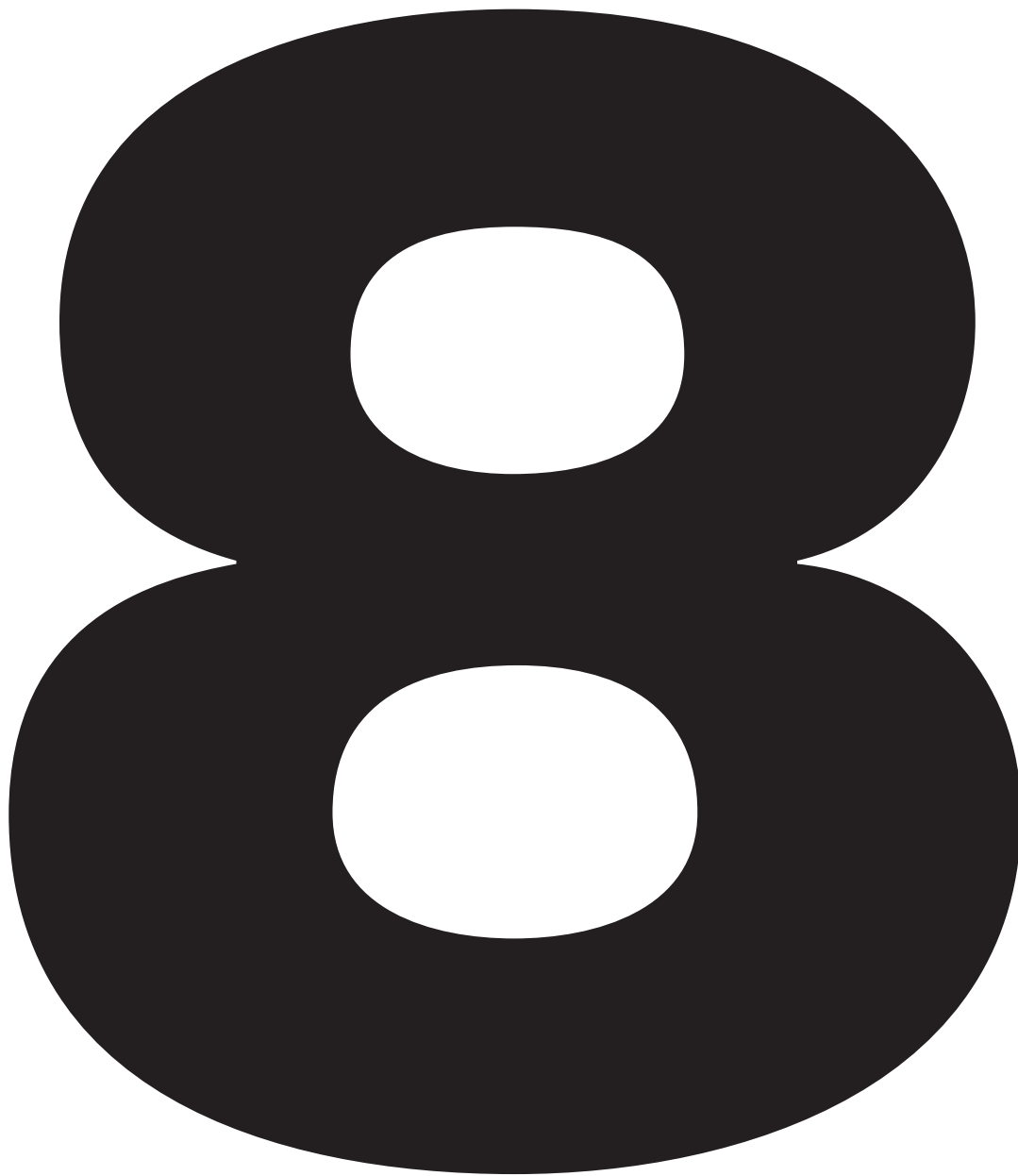
**STRATEGIES**

- Teacher demonstration and modeling
- Online research, web quests
- Exploration of library and reference materials
- Exhibition of student work
- Reading aloud
- Show reproductions/slides/videos
- Field trips (virtual and actual)
- Brainstorming, problem solving
- Class discussions and critiques
- Guest artist presentations
- Cooperative learning groups

## PENNSYLVANIA STATE STANDARD:

**9.4 Aesthetic Response**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><i>Aesthetics: An Introduction to the Philosophy of Art (Oxford Paperbacks)</i>, Anne Sheppar</p> <p><i>Thinking About Art</i>, E. Feldman</p> <p><i>Art History</i>, Stokstad</p> <p><i>Getty Education Institute for the Arts:</i><br/> <a href="http://www.artsednet.getty.edu/">http://www.artsednet.getty.edu/</a></p> <p><i>The National Gallery of Art -</i><br/> <a href="http://www.nga.gov">http://www.nga.gov</a></p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> <p><b>Literacy Connections</b></p> <p><i>Pedagogical Sketchbook</i>, Paul Klee</p> <p><i>Art Reviews from The Philadelphia Inquirer, Art Matters, City Paper, Art In America, New York Times, Time, Newsweek, School Arts Magazine</i></p> <p><i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b></p> <p><i>Teaching Art With Books Kids Love: Teaching Art Appreciation, Elements of Art, and Principles of Design With Award-Winning Children's Books</i>, Darcie Clark Frohardt (Illustrator), Darcie Frohardt</p> <p><i>School Arts Magazine</i></p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> | <p><b>PSSA</b></p> <p>The passage describes the Golden Mean. What is the author's purpose for writing this passage about the Golden Mean?</p> <p>A. To persuade the reader<br/>         B. To express a person's feelings<br/>         C. To argue a point<br/>         D. To provide information</p> <p>Answer: D. To provide information</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> <p><b>For Students at the Advanced Level</b></p> <p>Observe woven artifacts from diverse cultures such as Ancient Egypt, Navajo, Pueblo, Guatemala. After discussing the aesthetics of each culture's woven artifacts, students will construct a simple card-board loom and create a weaving based on the aesthetic of a selected culture.</p> <p><b>Home and Community Connections</b></p> <p>Tour a local business district. Discuss advertising/marketing tools which are or are not aesthetically pleasing. Give reasons for opinions.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/>         [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> </ul> |



**Core Curriculum**

**GRADE 8: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>A. Know and use the elements and principles of art to create works in the arts and humanities:</b></p> <p><b>Elements:</b> color, form/shape, line, space, texture, value;</p> <p><b>Principles:</b> balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony.</p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 8 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Demonstrate proficient knowledge of the characteristics of elements and principles of visual art.</li> <li>■ Arrange the elements of art according to the principles of art to create visual compositions which demonstrate proficient knowledge and skill.</li> <li>■ Demonstrate proficient use of color and color relationships.</li> <li>■ Use the elements and principles of art to create independent projects.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Apply the elements and principles of art to create original compositions</li> <li>• Represent objects using blind contour, contour, and gesture drawing techniques</li> <li>• Create the illusion of depth using warm colors to advance and cool colors to recede</li> <li>• Identify and use monochromatic, polychromatic, analogous, and complementary color schemes</li> <li>• Identify and use formal (symmetrical), informal (asymmetrical), and radial balance</li> <li>• Understand and use one point perspective</li> </ul> <p><b>SKETCHBOOK/JOURNAL MAY INCLUDE</b></p> <ul style="list-style-type: none"> <li>• Blind contour drawings</li> <li>• Warm/cool collages</li> <li>• Notes on color schemes</li> <li>• Sketches of formal, informal, and radial balance</li> <li>• One point perspective sketches</li> <li>• Written reflections</li> </ul> <p><b>PORTFOLIO MAY INCLUDE</b></p> <ul style="list-style-type: none"> <li>• Representational contour drawings of objects</li> <li>• Gesture drawings of the human figure</li> <li>• Paintings using warm and cool colors to create the illusion of depth</li> <li>• Original art objects demonstrating use of specific color schemes</li> <li>• Original art objects demonstrating formal, informal, and/or radial balance</li> <li>• Original art objects demonstrating use of one point perspective</li> </ul> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Discuss how artists use complementary colors to make an artwork look full of energy, emotion and powerful action</li> <li>• Discuss color schemes artists choose for their work such as monochromatic, polychromatic and analogous</li> <li>• Discuss how artists create the illusion of depth by using one point perspective</li> <li>• Teacher demonstration and modeling</li> <li>• Reading aloud, show picture books, color wheel chart</li> <li>• Show reproductions, slides, videos</li> <li>• Show examples of student work</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions and critiques</li> <li>• Guest artist presentations</li> <li>• Cooperative learning groups</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><i>Art History</i>, Marilyn Stokestad<br/> <i>Adventures in Art</i>, Laura Chapman<br/> <i>Discover Art 6</i>, Laura Chapman<br/> <i>Getty Education Institute for the Arts</i>:<br/> <a href="http://www.artsednet.getty.edu/">http://www.artsednet.getty.edu/</a><br/> <i>The National Gallery of Art</i> -<br/> <a href="http://www.nga.gov">http://www.nga.gov</a><br/> <i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> <p><b>Literacy Connections</b><br/> <i>History of Art For Young People</i>, Janson<br/> <i>The Story of Painting for Young People</i>, Janson<br/> <i>Art In Your World</i>, G. Brommer and G. Horn<br/> <i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b><br/> <i>Tony Couch: Elements and Principles of Design VHS</i><br/> <i>Adventures in Art</i>, Laura Chapman<br/> <i>Art In Focus</i>, Gene Mittler<br/> <i>Perspective Made Easy</i>, Morin<br/> <i>Drawing from the Right Side of the Brain</i>, B. Edwards<br/> <i>School Arts Magazine</i><br/> <i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> | <p><b>PSSA</b><br/> The passage describes the Golden Mean. What is the author's purpose for writing this passage about the Golden Mean?<br/> Mean with the division of rectangles shown.<br/> A. It clearly shows the Golden Mean with the division of rectangles shown.<br/> B. It is divided into equal rectangles.<br/> C. It is symmetrical in design.<br/> D. It shows a relationship to ancient Greek and Egyptian art.<br/> Answer: A. The painting clearly shows the Golden Mean with the division of rectangles shown.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> <p><b>For Students at the Advanced Level</b><br/> Look at and discuss the formal (symmetrical) balance in "Large Composition with Masks" by Henri Matisse and the informal (asymmetrical) balance in "The Ballet Class" by Degas (Philadelphia Museum of Art).</p> <p><b>Home and Community Connections</b><br/> Observe in nature, the effect of horizon, vanishing point, and the apparent convergence of parallel lines as they progress toward a vanishing point.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b><br/> All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/> [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> </ul> |

**GRADE 8: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works of visual art: paint, draw, craft, sculpt, print, design for environment, communication, multi-media.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 8 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Demonstrate proficiency in drawing/painting media, techniques, and processes.</li> <li>■ Demonstrate proficiency in printmaking media, techniques, and processes.</li> <li>■ Demonstrate proficiency in ceramic handbuilding techniques and proficient knowledge of the firing process.</li> <li>■ Demonstrate proficiency in three-dimensional and fibre media, techniques, and processes.</li> <li>■ Demonstrate proficiency in computer graphics, collage and mixed media.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge and skill of various media techniques and processes to create public art such as large scale sculptures, murals, stage scenery, installations, etc.</li> <li>• Use drawing media to create shaded contour and gesture drawings of objects and the human figure</li> <li>• Use painting media to create realistic, stylized, and/or non objective paintings</li> <li>• Create two-color block prints</li> <li>• Create pottery using the pinch, coil, and/or slab method as well as apply the decorative processes of carving, stencil, sgraffito, underglaze, and/or glaze</li> <li>• Create three-dimensional objects and/or fibre-art using media of choice</li> <li>• Use digital technology, collage, and/or mixed media to advertise and communicate visually</li> </ul> <p><b>SKETCHBOOK/JOURNAL MAY INCLUDE</b></p> <ul style="list-style-type: none"> <li>• Personal written reflections, comments and descriptions pertaining to media, techniques and processes</li> <li>• Experimentation and notes pertaining to use of media, techniques, and processes</li> </ul> <p><b>PORTFOLIO MAY INCLUDE</b></p> <ul style="list-style-type: none"> <li>• Charcoal, chalk, pastel, and pencil drawings</li> <li>• Ceramic objects</li> <li>• Independent projects and/or documentation</li> <li>• Compositions using computer graphics, collage, and/or mixed media</li> <li>• Paintings</li> <li>• Sculpture and/or fiber art</li> </ul> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Observation of quality reproductions of notable works of art that clearly demonstrate various media, techniques and process</li> <li>• Discuss how various media, techniques and process can be used to communicate ideas in different ways</li> <li>• Teacher demonstration and modeling</li> <li>• Reading aloud, show picture books</li> <li>• Show reproductions, slides, videos</li> <li>• Show examples of student work</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions and critiques</li> <li>• Guest artist presentations</li> <li>• Cooperative learning groups</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><i>Art History</i>, Marilyn Stokestad<br/> <i>Adventures in Art</i>, Laura Chapman<br/> <i>Discover Art 6</i>, Laura Chapman<br/> <i>Getty Education Institute for the Arts</i>:<br/> <a href="http://www.artsednet.getty.edu/">http://www.artsednet.getty.edu/</a><br/> <i>The National Gallery of Art</i> -<br/> <a href="http://www.nga.gov">http://www.nga.gov</a><br/> <i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> <p><b>Literacy Connections</b><br/> <i>Nilda</i>, Nicholosa Mohr<br/> <i>Shizuko's Daughter</i>, Kyoko Mori<br/> <i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Raganss</p> <p><b>Intervention Resources</b><br/> <i>Drawing from the Right Side of the Brain</i>, Betty Edwards<br/> <i>Linoleum Block Printing</i>, Frances Kofka<br/> <i>A City Sketched</i>, Libby Neman<br/> <i>Literacy Through the Book Arts</i>, Paul Johnson<br/> <i>School Arts Magazine</i><br/> <i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> | <p><b>PSSA</b><br/> A drawing of a playing card is done to scale at 1 inch:4.5 feet.<br/> Question:<br/> If the actual playing card is 4 inches long, the enlarged drawing would be how long?<br/> A. 15 feet<br/> B. 16.5 feet<br/> C. 18 feet<br/> D. 17 feet<br/> Answer: C. 18 feet (If 1 inch = 4.5 feet, then 4 inches x 4.5 feet = 18 feet.)</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> <p><b>For Students at the Advanced Level</b><br/> Compare examples of artists' work that have become recorders of history (e.g. sculptures of public monuments, Australian Aboriginal bark paintings, Benin bronzes, and photography). Choose recent historical events to depict in two or three dimensions.</p> <p><b>Home and Community Connections</b><br/> Create public art such as sculpture, mural, mosaic, and/or installation.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b><br/> All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/> [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> </ul> |

**GRADE 8: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><b>C. Identify and use comprehensive vocabulary within the visual arts.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 8 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Demonstrate proficiency in the use of appropriate art vocabulary to describe, demonstrate, classify, and evaluate works of art.</li> <li>■ Discuss orally and in writing, subject matter, symbols, and ideas in works of public art well as one's own work using appropriate terminology.</li> <li>■ Demonstrate proficiency in the identification and description of art characteristics and art forms.</li> <li>■ Demonstrate proficiency in the use and retention of an art vocabulary.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Research works of public art</li> <li>• Explain and defend the importance and significance of public art to both society and culture</li> <li>• Write an explanation and defense of the significance of student art work created for public display. Include a detailed description of the steps taken in the process of making the work of art and an explanation of the purpose for creating the work of art</li> <li>• Apply appropriate vocabulary and terms in response to art, art making, and evaluation of art</li> <li>• Maintain a word wall</li> </ul> <p><b>SKETCHBOOK/JOURNAL MAY INCLUDE</b></p> <ul style="list-style-type: none"> <li>• Personal written reflections and comments demonstrating use of appropriate art vocabulary</li> <li>• Vocabulary and definitions</li> </ul> <p><b>PORTFOLIO MAY INCLUDE</b></p> <ul style="list-style-type: none"> <li>• Written explanation and defense of public art</li> <li>• Artwork created for public display</li> <li>• Educational chat labels for public artwork that includes: name of the artist, year of birth, title, year created, medium, size, explanation/statement</li> </ul> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Observation of quality reproductions of notable works of art</li> <li>• Discuss how art vocabulary can be used to communicate features within works of visual art</li> <li>• Introduce new vocabulary in a number of ways: orally, in writing, diagrams, multi-media, etc.</li> <li>• Teacher demonstration and modeling</li> <li>• Reading aloud</li> <li>• Show reproductions/slides/videos</li> <li>• Show examples of student work</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions and critiques</li> <li>• Guest artist presentations</li> <li>• Cooperative learning groups</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><i>Art and the Public Sphere</i>,<br/>W. J. T. Mitchell</p> <p><i>Public Art</i>, Florian Matzner, (Editor),<br/>Vito Acconci</p> <p><i>The Philadelphia Museum of Art</i><br/><a href="http://www.philamuseum.org">www.philamuseum.org</a></p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> <p><b>Literacy Connections</b></p> <p><i>How to Look at Modern Art</i>,<br/>P. Yenawine</p> <p><i>A History of Art</i>, M. Davidson</p> <p><i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b></p> <p><i>Vocabulary Builders.com</i><br/><a href="http://www.vocabularybuilders.com/">http://www.vocabularybuilders.com/</a></p> <p><i>School Arts Magazine</i></p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> | <p><b>PSSA</b></p> <p>Anchor is an art review using the word “opulent” in context. The word “opulent” describes sculptural forms that are:</p> <p>A. Non-organic, geometric<br/>B. Highly-detailed in appearance<br/>C. Bulky and massive<br/>D. Plentiful in number</p> <p>Answer: D. Plentiful in number</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> <p><b>For Students at the Advanced Level</b></p> <p>Focus on one particular time period or movement in art history. Create an exhibition of works of art created in the spirit of the time period or movement. Document both the process and the experience.</p> <p><b>Home and Community Connections</b></p> <p>Create a miniature museum of art within the school and create informational labels for each work of art found within the museum.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> </ul> |

**GRADE 8: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>D. Demonstrate knowledge of at least two styles within visual art through exhibition of unique works.</b></p> <p><b>E. Communicate a unifying theme or point of view through production of works of visual art.</b></p> <p><b>F. Explain works of others within visual art through exhibition.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 8 students will be able to:</p> <p>■ Select and use subject matter, symbols, and ideas to communicate meaning.</p> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Describe the stylistic characteristics within artwork that have positively contributed to society in the form of public art</li> <li>• Plan the creation of public art that reflects stylistic choices</li> <li>• Recognize stylistic differences between public works of art in the form of technique, themes, and/or subject matter</li> <li>• Demonstrate similarities and differences which may occur within one or more of the following characteristics:             <ol style="list-style-type: none"> <li>1. content and apparent purpose</li> <li>2. art media</li> <li>3. aesthetics</li> </ol> </li> <li>• Compare and contrast public works of art for thematic or point of view differences</li> <li>• Explain the themes or points of view within public works of art</li> <li>• Discuss appropriate and/or effective characteristics within public artwork: sketch, portrait, still life, landscape/seascape, relief sculpture, sculpture in the round, statue, print, mural, mosaic, architecture</li> <li>• Exhibit a work of public art</li> </ul> <p><b>SKETCHBOOK/JOURNAL MAY INCLUDE</b></p> <ul style="list-style-type: none"> <li>• Personal written reflections and comments pertaining to style, theme, and/or point of view</li> <li>• notes on particular artistic styles</li> <li>• compare/contrast</li> <li>• sketches reflecting the style within a work of public art</li> </ul> <p><b>PORTFOLIO MAY INCLUDE</b></p> <ul style="list-style-type: none"> <li>• Public artwork reflecting stylistic choices</li> <li>• Public artwork communicating a unifying theme or point of view</li> <li>• Exhibition of public artwork</li> </ul> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Observation of quality reproductions of notable works of art</li> <li>• Discuss how art vocabulary can be used to communicate features within works of visual art</li> <li>• Introduce new vocabulary in a number of ways: orally, in writing, diagrams, multi-media, etc.</li> <li>• Teacher demonstration and modeling</li> <li>• Reading aloud</li> <li>• Show reproductions/slides/videos</li> <li>• Show examples of student work</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions and critiques</li> <li>• Guest artist presentations</li> <li>• Cooperative learning groups</li> </ul> |

## 9.1 Production, Performance and Exhibition of Visual Arts

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><i>Art and Ideas</i>, Fleming</p> <p><i>Art Past, Art Present</i>, Wilkins, Schultz, Linduff</p> <p><i>Emphasis Art: A Qualitative Art Program for Elementary and Middle School</i>, Wachowiak and Clements</p> <p><i>Museum of Art</i><br/>www.philamuseum.org</p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> <p><b>Literacy Connections</b></p> <p><i>Art In Your World</i>, G. Brommer and G. Horn</p> <p><i>A History of Art</i>, M. Davidson</p> <p><i>How to Look at Modern Art</i>, P. Yenawine</p> <p><i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b></p> <p><i>Teaching Art With Books Kids Love: Teaching Art Appreciation, Elements of Art, and Principles of Design With Award-Winning Children's Books</i>, Darcie Clark Frohardt (Illustrator), Darcie Frohardt</p> <p><i>School Arts Magazine</i></p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> | <p><b>PSSA</b></p> <p>Passage is an art review of a sculptor's work. Read the passage above from a review. Then indicate which statement is NOT a characteristic of the sculptor's style.</p> <p>A. The manipulation of materials to achieve an idea, rather than working from a pre-designed drawing.</p> <p>B. The elimination of any sense of aesthetic unity.</p> <p>C. The introduction of biological-type forms into the composition.</p> <p>D. The utilization of irregularly-spaced, vessel-like forms into the sculpture.</p> <p>Answer: B. The elimination of any sense of aesthetic unity.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> <p><b>For Students at the Advanced Level</b></p> <p>Develop a personal unique style and explain characteristics which set it apart from other styles.</p> <p><b>Home and Community Connections</b></p> <p>Create an advertisement or brochure for a student exhibition.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> </ul> |

**GRADE 8: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>G. Explain the function and benefits of practice.</b></p> <p><b>H. Demonstrate and maintain materials safely in work spaces.</b></p> <p><b>I. Know where arts events and exhibitions occur and how to gain admission.</b></p> <p><b>J. Incorporate specific uses of traditional and contemporary technologies in visual art.</b></p> <p><b>K. Incorporate specific uses of traditional and contemporary technologies to explore the humanities.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 8 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Maintain a sketchbook and/or art journal and demonstrate the value of keeping a sketchbook.</li> <li>■ Demonstrate proficient knowledge in the use, control, and maintenance of tools and media.</li> <li>■ Create an itinerary for a meeting with a Philadelphia artist, a visit to a Philadelphia arts event and/or a visit to a Philadelphia art institution.</li> <li>■ Demonstrate proficient use of both traditional and contemporary technologies to create works of art.</li> <li>■ Demonstrate proficient use of both traditional and contemporary technologies to explore the humanities.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Use a sketchbook and/or art journal</li> <li>• Identify a wide variety of career options available in the visual arts, e.g. fine artist, commercial artist, graphic designer, critic, art historian, architect or aesthetician, as well as identify skills required for various career options</li> <li>• Be involved with essential aspects of working with both tools and media including set up, use, and clean up</li> <li>• Plan a visit and/or meeting with one or more of the following: a high school art program, a local arts and cultural event and/or institution, local artists, public artwork within the community</li> <li>• Choose specific technologies (ranging from ancient to contemporary) with which to create artwork</li> <li>• Demonstrate the interconnectedness between the elements of art and the elements of other art forms especially their similarity to the elements of music (melody, texture, harmony, tone, scale, and rhythm)</li> <li>• Demonstrate the interconnectedness between visual art and the humanities using both traditional and contemporary technologies</li> </ul> <p><b>SKETCHBOOK/JOURNAL MAY INCLUDE</b></p> <ul style="list-style-type: none"> <li>• Written observations and reflections</li> <li>• Graphic organizers</li> <li>• Evaluation of work</li> <li>• Sketches, diagrams, and graphs</li> <li>• Comparison and contrast</li> <li>• Notes</li> </ul> <p><b>PORTFOLIO MAY INCLUDE</b></p> <ul style="list-style-type: none"> <li>• Sketchbook and/or art journal</li> <li>• Notes on proper use and care of materials</li> <li>• Itinerary of visit to high school art programs, arts and cultural events and/or institutions, public artworks, and/or meetings with local artists</li> <li>• Artwork created to demonstrate choices of specific technologies</li> <li>• Artwork created to demonstrate the interconnected of various art forms with visual art</li> <li>• Artwork and/or written reports using both traditional and contemporary technology to explore the humanities</li> </ul> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Online research, web quests</li> <li>• Exploration of library and reference materials</li> <li>• Teacher demonstration and modeling</li> <li>• Online research, web quests</li> <li>• Exploration of library and reference materials</li> <li>• Exhibition of student work</li> <li>• Reading aloud</li> <li>• Show reproductions/slides/videos</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions and critiques</li> <li>• Guest artist presentations</li> <li>• Cooperative learning groups</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><i>Guide to Visual and Performing Arts 2005 (Peterson's Professional Degree Programs in the Visual and Performing Arts)</i>, Petersons Museum of Art<br/> <a href="http://www.philamuseum.org">www.philamuseum.org</a></p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> <p><b>Literacy Connections</b><br/> <i>Artists Journals and Sketchbooks: Exploring and Creating Personal Pages</i>, Lynne Perrella</p> <p><i>Everything You Ever Wanted to Know About Art Materials</i> (Quarto Book) by Ian Sidaway</p> <p><i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b><br/> <i>Why Design?</i>, Anna Slafer and Kevin Cahill</p> <p><i>Graphic Storytelling</i>, Will Eisner</p> <p><i>Careers In Art (video)</i>, Crystal Productions</p> <p><i>School Arts Magazine</i></p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> | <p><b>PSSA</b><br/> A kiln in the art room can hold up to 12 clay pots at one time. Loading the kiln as full as possible each time, how many times must the kiln be loaded to fire 54 clay pots?<br/> A. 5<br/> B. 6<br/> C. 12<br/> D. 54<br/> Answer:<br/> A. 5</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> <p><b>For Students at the Advanced Level</b><br/> Create a virtual museum of student work and publish it online.</p> <p><b>Home and Community Connections</b><br/> A family visit to an art museum, gallery, or arts event. The Philadelphia Museum of Art provides "suggested donation" admission on Sundays. On the "First Friday" of every month, Old City art galleries are free and open to the public during evening hours.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b><br/> All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/> [IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> </ul> |

**GRADE 8: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>A. Explain the historical, cultural and social context of an individual work in the arts.</b></p> <p><b>B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).</b></p> <p><b>C. 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).</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 8 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Identify one significant work of art and explain it's historical, cultural, and social context.</li> <li>■ Demonstrate proficient knowledge of artwork and artifacts from diverse historical periods.</li> <li>■ Demonstrate proficient knowledge of the chronology of artwork as related to historical events.</li> <li>■ Demonstrate proficient knowledge of artwork created throughout history representing varying styles and genre.</li> <li>■ Demonstrate proficient knowledge of style and genre of specific artworks and artifacts as belonging to particular historical periods.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Examine a work of public art and explain its historical, cultural, and social context including an analysis of the following:             <ol style="list-style-type: none"> <li>1. Culture, traditions, social class, religion, ethnicity, and physical environment including geographic region and respective climate</li> <li>2. The artist's access or lack of access to formal education</li> <li>3. Kind of media available to the artist</li> </ol> </li> <li>• Observe public art and artifacts from broad historical periods</li> <li>• Relate works of public art to world historical events</li> <li>• Relate both style and genre of public artwork created during historical eras and/or to commemorate/memorialize historical events (ie. the Vietnam War Memorial)</li> <li>• Identify public art and artifacts from diverse historical periods in order to speculate purpose</li> </ul> <p><b>SKETCHBOOK/JOURNAL MAY INCLUDE</b></p> <ul style="list-style-type: none"> <li>• Notes on historical, cultural, and social context of public artwork</li> <li>• Sketches of public artwork from broad historical periods</li> <li>• Timelines of historical events including related works of art</li> <li>• Notes on style and genre characteristics of public artwork</li> </ul> <p><b>PORTFOLIO MAY INCLUDE</b></p> <ul style="list-style-type: none"> <li>• Public artwork commemorating and/or memorializing a significant person and/or historical event.</li> <li>• Public artwork reflecting the style and genre of a period within world history</li> </ul> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Observation of quality reproductions of notable works of art that clearly demonstrate historical, cultural, and social contexts</li> <li>• Teacher demonstration and modeling</li> <li>• Reading aloud</li> <li>• Show reproductions/slides/videos</li> <li>• Show examples of student work</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions and critiques</li> <li>• Guest artist presentations</li> <li>• Cooperative learning groups</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><i>Short Lessons in Art History: Artists and Their Work</i>, Phyllis C. Barker</p> <p><i>Exercises and activities for short lessons in art history: Artists and their work</i>, Phyllis Clausen Barker</p> <p><i>Museum of Art</i><br/>www.philamuseum.org</p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> <p><b>Literacy Connections</b></p> <p><i>Anne Frank: The Diary of a Young Girl</i>, by Anne Frank</p> <p><i>Bronx Remembered</i>, Mohr</p> <p><i>Cool Salsa : Bilingual Poems On Growing Up</i>, Carlson</p> <p><i>Neighborhood Odes</i>, Soto</p> <p><i>Elements of Literature</i>, Anderson</p> <p><i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b></p> <p><i>Art Made Easy: Let's Discover Art History! VHS</i>, Patricia Robinson</p> <p><i>History for Art for Young People</i>, Janson</p> <p><i>School Arts Magazine</i></p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> | <p><b>PSSA</b></p> <p>Passage describes the Magdalenian art system as being the first in human history.</p> <p>Based upon the text above, we know that the Magdalenians :</p> <p>A. Were meat-eaters.</p> <p>B. Used animal bones as tools.</p> <p>C. Created an art system that can be called the first in human history.</p> <p>D. Art system started in Australia.</p> <p>Answer: C. The Magdalenian art system can be called the first in human history.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade levelAssessment of student artwork may include the following criteria: <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> </li> </ul> <p><b>For Students at the Advanced Level</b></p> <p>Create an alphabet book designed to teach younger children about a certain style, genre, or historical period (ie. the Harlem Renaissance).</p> <p><b>Home and Community Connections</b></p> <p>Document the creation of public art in relation to local, state, national, and world events occurring simultaneously.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.</p> <p>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> </ul> |

**GRADE 8: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>D. Analyze a work of art from its historical and cultural perspective.</b></p> <p><b>E. Analyze how historical events and culture impacts forms, techniques and purposes of works of art.</b></p> <p><b>F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.</b></p> <p><b>G. Relate works of art to geographical regions: Africa, Asia, Australia, Europe, North, South, and Central America.</b></p> <p><b>H. Identify, describe and analyze the work of Pennsylvania artists in the visual arts.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 8 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Explain the significance of a work of art according to its historical and cultural perspective.</li> <li>■ Explain how historical and cultural world view and experiences influence artists and their work.</li> <li>■ Analyze characteristics of art and artifacts that determine function or purpose.</li> <li>■ Recognize a variety of artwork and artifacts from diverse cultures and historical periodse.</li> <li>■ Analyze artwork created by important Pennsylvania artists (especially Philadelphia artists).</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Examine a work of public art, analyze it's historical and cultural perspective, and explain it's significance</li> <li>• View public artwork and explain the specific impact that cultural and historical perspective has had on it's creation</li> <li>• Compare and contrast forms, techniques and purposes of public artwork from at least two cultures and/or eras</li> <li>• Determine the function or purpose of unfamiliar artwork based on visual and symbolic characteristics</li> <li>• Use appropriate social studies vocabulary to analyze visual art from various geographical regions: the Americas (including Pre-Columbian art), Asia, Africa, Australia, Europe, and the Middle East</li> <li>• Determine the cultural origin of specific artworks and artifacts based on visual and symbolic characteristics</li> <li>• Discuss Pennsylvania artists and analyze their artwork, especially those found within the community of Philadelphia</li> </ul> <p><b>SKETCHBOOK/JOURNAL MAY INCLUDE</b></p> <ul style="list-style-type: none"> <li>• Written observations and reflections</li> <li>• Notes on historical and cultural perspective</li> <li>• Venn diagram comparing and contrasting forms, techniques, and purposes</li> <li>• Sketches and personal reflections about artwork created by featured art and artists.</li> </ul> <p><b>PORTFOLIO MAY INCLUDE</b></p> <ul style="list-style-type: none"> <li>• Public artwork reflecting an understanding of historical and cultural perspective as well as the impact that it may have upon a community</li> </ul> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Observation of quality reproductions of notable works of art that clearly demonstrate historical and cultural contexts</li> <li>• Teacher demonstration and modeling</li> <li>• Online research, web quests</li> <li>• Exploration of library and reference materials</li> <li>• Exhibition of student work</li> <li>• Reading aloud</li> <li>• Show reproductions/slides/videos</li> <li>• Show examples of student work</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions and critiques</li> <li>• Guest artist presentations</li> <li>• Cooperative learning groups</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><i>One World, Many Cultures, Fifth Edition</i>, Stuart Hirschberg and Terry Hirschberg</p> <p><i>Art From Many Hands</i>, Jo Miles Schuman</p> <p><i>Museum of Art</i><br/><a href="http://www.philamuseum.org">www.philamuseum.org</a></p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> <p><b>Literacy Connections</b></p> <p><i>The Giver</i>, Lowry</p> <p><i>I, Juan De Pareja</i>, Elixzabeth De Trevino</p> <p><i>Soul Looks Back in Wonder</i>, Tom Feelings</p> <p><i>Elements of Literature</i>, Anderson</p> <p><i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b></p> <p><i>Art Made Easy: Let's Discover Art History! VHS</i>, Patricia Robinson</p> <p><i>History for Art for Young People</i>, Janson</p> <p><i>School Arts Magazine</i></p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> | <p><b>PSSA</b></p> <p>Passage describes the form and use of the circular Aztec calendar. How many degrees will you need to make 12 equal spaces in the outside concentric circle?</p> <p>A. 15 degrees<br/>B. 30 degrees<br/>C. 45 degrees<br/>D. 90 degrees<br/>Answer: B. 30 degrees</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level Assessment of student artwork may include the following criteria:             <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> </li> </ul> <p><b>For Students at the Advanced Level</b></p> <p>Select two works of art from different cultures which may represent cross cultural influences. Explain in writing how the elements, principles and expressive features are similar, hypothesizing about one culture's influence on the other.</p> <p><b>Home and Community Connections</b></p> <p>Identify geographical regions from which members of the community have immigrated.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> </ul> |

**GRADE 8: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Identify, explain and analyze:</p> <p><b>I. Philosophical beliefs as they relate to works of art.</b></p> <p><b>J. Historical and cultural differences as they relate to works of art.</b></p> <p><b>K. Traditions as they relate to works of the art.</b></p> <p><b>L. Common themes, forms and techniques in works of art.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 8 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Analyze the role philosophical belief plays in the creation of artwork.</li> <li>■ Analyze the role historical and cultural differences play in the creation of artwork.</li> <li>■ Analyze the role traditions play in the creation of artwork.</li> <li>■ Analyze common themes, forms, and techniques used in the creation of artwork from diverse cultures and historical period.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Examine a work of public art, analyze its historical and cultural perspective, and explain its significance</li> <li>• View public artwork and explain the specific impact that cultural and historical perspective has had on its creation</li> <li>• Compare and contrast forms, techniques and purposes of public artwork from at least two cultures and/or eras</li> <li>• Determine the function or purpose of unfamiliar artwork based on visual and symbolic characteristics</li> <li>• Use appropriate social studies vocabulary to analyze visual art from various geographical regions: the Americas (including Pre-Columbian art), Asia, Africa, Australia, Europe, and the MiddleEast</li> <li>• Determine the cultural origin of specific artworks and artifacts based on visual and symbolic characteristics</li> <li>• Discuss Pennsylvania artists and analyze their artwork, especially those found within the community of Philadelphia</li> </ul> <p><b>SKETCHBOOK/JOURNAL MAY INCLUDE</b></p> <ul style="list-style-type: none"> <li>• Written analysis of philosophical, religious, gender, historical, and cultural differences</li> <li>• Sketches of public artwork</li> <li>• Sketches and reflections on public art created to celebrate traditions as well as opposing cultural perspectives</li> <li>• Notes and sketches of common themes, forms, and techniques in public art</li> </ul> <p><b>PORTFOLIO MAY INCLUDE</b></p> <ul style="list-style-type: none"> <li>• Public artwork celebrating individual differences in philosophy, religion, gender, history, and/or culture.</li> <li>• Public artwork expressing a common theme, form, and/or technique.</li> </ul> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Observation of quality reproductions of notable works of art that clearly demonstrate historical and cultural contexts</li> <li>• Teacher demonstration and modeling</li> <li>• Online research, web quests</li> <li>• Exploration of library and reference materials</li> <li>• Exhibition of student work</li> <li>• Reading aloud</li> <li>• Show reproductions/slides/videos</li> <li>• Show examples of student work</li> <li>• Field trips (virtual and actual)</li> <li>• Brainstorming, problem solving</li> <li>• Class discussions and critiques</li> <li>• Guest artist presentations</li> <li>• Cooperative learning groups</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><i>A World of Ideas: A Dictionary of Important Theories, Concepts, Beliefs, and Thinkers</i>, Rohmann</p> <p><i>The Everything World's Religions Book</i>, Pollock</p> <p><i>Celebrating Pluralism: Art education and Cultural Diveristy</i>, Chalmers</p> <p>Getty Education Institute for the Arts:<br/><a href="http://www.artsednet.getty.edu/">http://www.artsednet.getty.edu/</a></p> <p>The National Gallery of Art:<br/><a href="http://www.nga.gov">http://www.nga.gov</a></p> <p>The Philadelphia Museum of Art<br/><a href="http://www.philamuseum.org">www.philamuseum.org</a></p> <p><b>Literacy Connections</b></p> <p><i>Nilda</i>, Nicholosa Mohr</p> <p><i>Shizuko's Daughter</i>, Kyoko Mori</p> <p><i>This Land is My Land</i>, George Littlechild</p> <p><i>How to Look at Modern Art</i>, P. Yenawine</p> <p><i>Elements of Literature</i>, Anderson</p> <p><i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b></p> <p><i>Art Made Easy: Let's Discover Art History! VHS</i>, Patricia Robinson</p> <p><i>History for Art for Young People</i>, Janson</p> <p><i>School Arts Magazine</i></p> <p>The Philadelphia Museum of Art Teaching Poster Sets</p> | <p><b>PSSA</b></p> <p>Mike's class is making luminaries for the holidays. The can has a radius of 3" and a height of 10". Mike wants to fill the can with sand to a height of 4". How much sand (to the nearest whole number) will he need for each luminary?</p> <p>A. 75 cu. in.<br/>B. 113 cu. in.<br/>C. 188 cu. in.<br/>D. 282 cu. in.<br/>Answer:<br/>A. 75 cu. in.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> <p><b>For Students at the Advanced Level</b></p> <p>Observe a variety of forms and techniques in several works of art to compare and contrast the subject matter. Read visual cues within the work, explain symbolic qualities in the work, and compare ideas expressed by the several subjects.</p> <p><b>Home and Community Connections</b></p> <p>Organize a time during which students can share an ethnic food with the class.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> </ul> |

**GRADE 8: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.3 Critical Response****PA Standard Statements****VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS**

**A. Know and use the critical process of examination of works in the arts and humanities.**

**B. Analyze and interpret specific works of art. Identify and classify styles, forms, types and genre within art.**

**C. Evaluate works using a complex vocabulary of critical response.**

**D. Interpret and use various types of critical analysis in the arts and humanities.**

**E. Apply the process of criticism to identify characteristics among works of art.**

**F. Compare and contrast positions or opinions about selected works of art.**

**Performance Content Descriptors**

By the end of grade 8 students will be able to:

■ Explain four steps of art criticism: Describe, Analyze, Interpret, Judge

■ Demonstrate proficient use of art criticism to evaluate works of art.

■ Explain styles, forms, types, and genre of artwork.

■ Reflect proficiently on a variety of responses to student artwork as well as artwork from various cultures and time periods.

■ Defend a point of view as it relates to art criticism.

**INSTRUCTIONAL MODEL**

- Explain what an art critic does and analyze how a critique can increase one's perception and appreciation for a work of art
- Demonstrate the four steps of art criticism:
  1. Describe the elements and expressive features found within the work
  2. Analyze the artist's use of the principles of art
  3. Interpret the meaning or message implied or communicated. Form and test hypotheses concerning observations
  4. Evaluate and form judgments about the reason for the success of the work
- Use art criticism to compare and contrast, analyze interpret, form and test hypotheses, evaluate/form judgments about artwork
- Explain the following qualities of style, form, type and genre within works of art:
  1. Representational, stylized, or abstract
  2. Figurative, objective, or non-objective
  3. Expressive, functional, and/or documentary
- Explain three types of critical analysis: Contextual criticism, Formal criticism, and Intuitive criticism
- Write a critical review for a work of public art as well as a display of student work
- Share a critical review as well as discuss and defend a point of view

**SKETCHBOOK/JOURNAL MAY INCLUDE**

- Personal observations about characteristics of artwork
- Notes on the four steps of art criticism and types of critical analysis
- Notes on classifying artwork
- Personal written reflections on class critiques
- Self-assessment

**PORTFOLIO MAY INCLUDE**

- Self-assessment rubrics based on critical analysis
- Critical reviews of notable artwork and student artwork
- Improvements and/or changes to artwork created prior to critical review

**STRATEGIES**

- Teacher demonstration and modeling
- Online research, web quests
- Exploration of library and reference materials
- Exhibition of student work
- Reading aloud
- Show reproductions/slides/videos
- Field trips (virtual and actual)
- Brainstorming, problem solving
- Class discussions and critiques
- Guest artist presentations
- Cooperative learning groups

## PENNSYLVANIA STATE STANDARD:

**9.3 Critical Response**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><i>What Happened to Art Criticism?</i>, James Elkin</p> <p><i>Emphasis Art</i>, Wachowiak and Clements</p> <p><i>Art Criticism Magazine</i></p> <p><i>Getty Education Institute for the Arts:</i><br/><a href="http://www.artsednet.getty.edu/">http://www.artsednet.getty.edu/</a></p> <p><i>The National Gallery of Art:</i><br/><a href="http://www.nga.gov">http://www.nga.gov</a></p> <p><i>The Philadelphia Museum of Art</i><br/><a href="http://www.philamuseum.org">www.philamuseum.org</a></p> <p><b>Literacy Connections</b></p> <p><i>Teaching Art Criticism</i>, Tom Anderson</p> <p><i>How to Look at Modern Art</i>, P. Yenawine</p> <p><i>Elements of Literature</i>, Anderson</p> <p><i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b></p> <p><i>Teaching Art With Books Kids Love: Teaching Art Appreciation, Elements of Art, and Principles of Design With Award-Winning Children's Books</i> by Darcie Clark Frohardt (Illustrator), Darcie Frohardt</p> <p><i>School Arts Magazine</i></p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> | <p><b>PSSA</b></p> <p>Anchor describes the fourth step of art criticism: JUDGE. Which of the following could be asked during the JUDGE step of art criticism?</p> <p>A. What types of patterns and textures are in the artwork?</p> <p>B. What does the artwork mean to you?</p> <p>C. What do you think is good about this painting?</p> <p>D. What group of people (mothers, elderly, teenagers, etc.) would appreciate this type of artwork?</p> <p>Answer: C. What do you think is good about this painting?</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level Assessment of student artwork may include the following criteria:             <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> </li> </ul> <p><b>For Students at the Advanced Level</b></p> <p>Contact professional news media or professional publications to promote student work, a student art show, or a student exhibition.</p> <p><b>Home and Community Connections</b></p> <p>Explain art criticism to a parent or another family member. Have the parent or family member write a critical review on a piece of artwork.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> </ul> |

**GRADE 8: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.4 Aesthetic Response****PA Standard Statements**

**A. Compare and contrast examples of group and individual philosophical meanings of works of art.**

**B. Compare and contrast informed individual opinions about the meaning of works of art to others.**

**C. Describe how the attributes of the audience's environment influence aesthetic responses.**

**D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities.**

**Performance Content Descriptors**

By the end of grade 8 students will be able to:

■ Compare and contrast differences within groups and individuals perception and interpretation of artwork.

■ Compare and contrast art reviews written by students, teachers, and professional art critics.

■ Explain the influence that an audience's environment may have upon ideas and messages conveyed by public artwork.

■ Describe philosophical influences which may effect perception of public artwork.

■ Describe philosophical ideas generated or communicated by works of public art.

**VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS****INSTRUCTIONAL MODEL**

- Discuss aesthetic characteristics of public art as it may be perceived according to gender, culture, and religious philosophy/world view.
- Write a critical review for a work of public art as well as a display of student work
- Compare personal responses to those of classmates, art critics and art historians
- Respond to verbal and written comments of peers, teachers, artists or historians about a work of art or artifact
- Explain reasons for student reflections using evidence found within the art work
- Describe perceptions of art objects which may be influenced by environment
- Describe an event, philosophy, or particular world view depicted or implied by a work of public art

**SKETCHBOOK/JOURNAL MAY INCLUDE**

- Sketches of favorite works of public art with captions as to why the artworks are favored
- Personal responses to one's own artwork, to classmates' artwork, and of public art
- Personal written reflections concerning aesthetic beliefs and observations

**PORTFOLIO MAY INCLUDE**

- Critical review of public artwork
- Public artwork reflecting the aesthetic of a specific individual, group, or community

**STRATEGIES**

- Teacher demonstration and modeling
- Online research, web quests
- Exploration of library and reference materials
- Exhibition of student work
- Reading aloud
- Show reproductions/slides/videos
- Show examples of student work
- Field trips (virtual and actual)
- Brainstorming, problem solving
- Class discussions and critiques
- Guest artist presentations
- Cooperative learning groups

## PENNSYLVANIA STATE STANDARD:

**9.4 Aesthetic Response**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ASSESSMENT ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><i>Aesthetics: An Introduction to the Philosophy of Art (Oxford Paperbacks)</i> by Anne Sheppar</p> <p><i>Thinking About Art</i>, E. Feldman</p> <p><i>Art History</i>, Stokstad</p> <p><i>Getty Education Institute for the Arts:</i><br/><a href="http://www.artsednet.getty.edu/">http://www.artsednet.getty.edu/</a></p> <p><i>The National Gallery of Art:</i><br/><a href="http://www.nga.gov">http://www.nga.gov</a></p> <p><i>The Philadelphia Museum of Art</i><br/><a href="http://www.philamuseum.org">www.philamuseum.org</a></p> <p><b>Literacy Connections</b></p> <p><i>Pedagogical Sketchbook</i>, Paul Klee</p> <p><i>Art Reviews from The Philadelphia Inquirer, Art Matters, City Paper, Art In America, New York Times, Time, Newsweek, School Arts Magazine</i></p> <p><i>Glencoe's Middle School Art Series: Introducing Art, Exploring Art, Understanding Art</i>, Mittler &amp; Ragans</p> <p><b>Intervention Resources</b></p> <p><i>Teaching Art With Books Kids Love: Teaching Art Appreciation, Elements of Art, and Principles of Design With Award-Winning Children's Books by Darcie Clark Frohardt (Illustrator)</i>, Darcie Frohardt</p> <p><i>School Arts Magazine</i></p> <p><i>The Philadelphia Museum of Art Teaching Poster Sets</i></p> | <p><b>PSSA</b></p> <p>The passage describes the Golden Mean. What is the author's purpose for writing this passage about the Golden Mean?</p> <p>A. To persuade the reader<br/>B. To express a person's feelings<br/>C. To argue a point<br/>D. To provide information</p> <p>Answer: D. To provide information</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self-assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> <p><b>For Students at the Advanced Level</b></p> <p>Describe one's personal world view and explain how that may effect their perception of a work of art.</p> <p><b>Home and Community Connections</b></p> <p>Observe the environmental aesthetics of the local neighborhood and write about ways in which the student could contribute in making it a better place.</p> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records</i>. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.<br/>[IDEA 300.121.9(d) (3) (i)]</p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of process or product</li> </ul> |

# **High School**

## **Grade 9**

**Core Curriculum**

**GRADE 9: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts****PA Standard Statements****VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS**

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

**Elements:** color, form/shape, line, space, texture and value.

**Principles:** balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony.

**Performance Content Descriptors**

By the end of grade 9 students will be able to:

- Students will be able to draw the model demonstrating their understanding of art elements and principles.
- Students will be able to draw a portrait/self-portrait employing art elements and principles.
- Students will be able to approach an observational study (still life or interior) employing various art elements and principles.
- Students will be able to identify those elements and principles in the work of other artists.
- Students will be able to produce a commercial art project (ex. poster, book/CD cover, advertisement) that employs art elements and principles to best convey the desired message. Students will be more aware how art influences their environment.
- Students will begin to amass the body of work that is necessary for a portfolio that can highlight their skills and personal understanding.
- Produce a sketchbook that demonstrates how their approach to art production illustrates their thinking.
- Students will become familiar with the basic means of art production—drawing, painting, sculpting, printing, etc., and will begin to be aware of how artists choose their media to maximize their creativity.

**INSTRUCTIONAL MODEL**

The ninth grade art class is an introduction to the serious study of visual creativity. The classroom teacher will design a curriculum for his/her situation to insure that all the art elements and principles are employed at some point in their sequence of lessons during the school year. For ninth grade art, optimally students will be able to draw from the figure, create portraits, compose still lifes, work on a three dimensional craft project and a design commercial art project. The particular sequence of lessons, whether the teacher begins with the figure or still life is unimportant; what is important is that the students are challenged and get the opportunity to use all the elements and principles in the creation of their art during the course of the year. Since art contests (design projects) arrive on the teacher's desk throughout the year, the individual teacher will decide when, if at all, to base a lesson on particular contest requirements. Availability of supplies and equipment may also impact the degree to which any individual teacher can pursue a particular medium or subject, however the basic elements and principles of creating art can be accommodated in even the most basic art room.

Logically, projects should proceed from the simple to the more complex; for instance from line, to value, to color. The degree of exploration of any single theme (portrait, still life, figure, interior, etc.) will depend on the amount of time the student will be in the classroom. The high school art program will be dealing with two basic kinds of students. Some students will be taking art because they are serious about pursuing art as a career choice and therefore are hoping to have the kinds of experiences in the classroom that will allow them to assemble a portfolio suitable for a college interview. The other student perhaps enjoys art, perhaps simply needs an arts and humanities credit, and is taking art as a requirement for graduation. Both students are best served by having a variety of experiences that build on their previous classroom lessons and continue to challenge them to grow technically and conceptually.

Some teachers may choose to present their art curriculum in units that are identified by subject matter themes (portraits, still life, landscape, design, etc.) while others may prefer to work from units that explore the art elements (line, or color, or shape); while others work through historical periods, principles or concepts. A good curriculum will incorporate all the elements and principles while insuring that the individual student is challenged to achieve while building on previously acquired skills.

Create a series of self-portraits which depict themselves as they would be viewed in several cultures and historical periods e.g. how would you be portrayed as a teenager in the 1st, 12th, 17th and 20th century.

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| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p>The Philadelphia Museum of Art<br/><b>www.philamuseum.org</b></p> <p>The Philadelphia Museum of Art Teaching Poster Sets</p> <p><b>Literacy Connections</b><br/>Use grade level literature to provide sources for book cover/illustration projects.</p> <p>Use social studies, language studies, or outside reading as a source for illustration projects.</p> <p>Use self portraits as starting points for an autobiography.</p> <p><b>Intervention Resources</b><br/>Consult IEP (individual educational program) when available</p> | <p><b>PSSA</b></p> <ul style="list-style-type: none"> <li>• Use one of the art museum posters as a writing prompt.</li> <li>• Imagine that you are one of the people in the painting.</li> <li>• Write about the experience you remember. Be sure to include enough details so that your reader can share your experience. Show why this memory stands out for you. Let your writing illustrate how the artist used the art elements and principles to convey the story of the painting.</li> </ul> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/Journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Open ended questions</li> <li>• Self exploration with art materials</li> <li>• Self-assessment/reflection</li> <li>• Include opportunities for more problem solving and creative thinking</li> <li>• Create handmade books</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of content, process, and/or product</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Philadelphia Museum of Art, The Pennsylvania Academy of Fine Arts, and many other local museums have programs designed for student visits.</li> <li>• Art galleries in Philadelphia are free and open late the first Friday of every month.</li> </ul> |

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## 9.1 Production, Performance and Exhibition of Visual Arts

| PA Standard Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | VISUAL ARTS INSTRUCTIONAL MODEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>B. Demonstration of the Visual Arts.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 9 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Create drawings of a variety of subjects using a variety of media.</li> <li>■ Create paintings and drawings in color that demonstrate a knowledge of color theory.</li> <li>■ Understand how to create visual space through perspective and overlapping.</li> <li>■ Understand how to manipulate light, value and color to create shape, form and texture.</li> <li>■ Understand how artists use artistic principles, concepts and elements in the creation of their art.</li> <li>■ Create original art works that incorporate:             <ul style="list-style-type: none"> <li>• Two dimensional and three dimensional shapes with variations in color, value, texture and line.</li> <li>• Two dimensional and three dimensional shapes that are geometric, organic and abstract.</li> <li>• Lines with a variety of qualities such as bold, delicate, slow, fast etc.</li> <li>• Colors that express mood and feeling through hue, value and intensity.</li> <li>• Textures that suggest tactile sensations such as smooth, rough, soft. etc.</li> </ul> </li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <p>During this introductory year the students may be introduced to new units using a combination of examples by artists, students, and demonstrations by the teacher. Students aspiring to enter an art school will need to have a portfolio, usually 15-20 pieces of their best work. Most colleges still request that at least half of these works demonstrate their proficiency in creating observational studies from life (figures, portraits, still life, landscape, interiors, etc.) Ideally these should be in a variety of media, demonstrating the proficiency of the student in manipulating materials. One of the goals of the high school curriculum is to assemble this portfolio for the student. Although the work the student will include in their portfolio will most likely include work from their junior and senior year, it is in their freshman year that their skills and interests are seriously engaged.</p> <p>For Example:</p> <p>The teacher might design a unit on portrait/self-portrait. After showing portraits done in a variety of styles (classical Greek, Roman, Egyptian, Renaissance, etc.) by various artists (Rembrandt, Van Gogh, Romare Bearden, Frida Kahlo, etc.) the teacher might show basic facial proportions. After demonstrating how to approach a realistic line/value monochromatic portrait the students might pair up and draw each other to familiarize themselves with the portrait. From this first step the students might go on to create a series of portraits that are the basis of exploring artistic concepts. For example:</p> <p><b>Romanticism</b> - Draw/paint a figure from history in a romantic style</p> <p><b>Realism</b> - Draw/paint themselves in real space</p> <p><b>Surrealism</b> - Draw/paint themselves in a fantastic imagined setting that tells something about who they are or who they aspire to be</p> <p><b>Abstraction</b> - Simplify their portraits to geometric form (masks from around the world)</p> <p>For this unit a different medium might be introduced and used for each step, so that portraiture becomes the basis for introducing art concepts, principles, elements, as well as processes.</p> <p>Other units on still life, figures, interiors, design, sculpture, craft, etc., can also be expanded to introduce and/or reiterate the concepts, techniques, and processes that artists use in their work.</p> <p>Teachers might design their curriculum around subject matter, processes, elements, principles, or concepts, whatever works best for the individual teacher's situation.</p> <p>Compare portraits from various cultures – Egyptians, Etruscan, Roman, Greek, Medieval, African, Asian, Latin American etc. Ask students to create a portrait in the style used by one of these cultures. Instruct students to do a triptych of self-portraits as they would appear in three different times and cultures.</p> |

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| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p>The Philadelphia Museum of Art<br/><b>www.philamuseum.org</b></p> <p>The Philadelphia Museum of Art Teaching Poster Sets</p> <p><b>Literacy Connections</b><br/>Consult ninth grade reading list, social studies textbook for references</p> <p><i>History of Art For Young People</i>, Janson</p> <p><i>Art in Focus</i>, G. Miller</p> <p><i>Discovering Art History</i>, G. Brommer</p> <p><i>Movement and Rhythm</i>, G. Brommer</p> <p><i>Color and Value</i>, J. Gatto</p> <p><i>Pedagogical Sketchbook</i>, Paul Klee</p> <p><b>Intervention Resources</b><br/>Consult IEP (individual educational program) when available</p> | <p><b>PSSA</b><br/>To tell a story, we often take photographs or create paintings. Imagine yourself dropped into the scene represented by this (<b>painting, photograph, or image</b>). Write a story for a younger student that stars you as a character in the (<b>painting, photograph, or image</b>).</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/Journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and Videotapes</li> <li>• Student Exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>Assessment of student artwork may include the following criteria:</b></p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>For Students at the Advanced Level</b><br/>Look at perspective in Japanese and Medieval landscapes and have students do an interior/exterior in one of these styles. Compare and contrast with a linear perspective drawing of the classroom.</p> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of content, process, and/or product</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Philadelphia Museum of Art, The Pennsylvania Academy of Fine Arts, and many other local museums have programs designed for student visits.</li> <li>• Art galleries in Philadelphia are free and open late the first Friday of every month.</li> </ul> |

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| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>C. Vocabulary within each art form.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 9 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Define and identify the art elements:               <ul style="list-style-type: none"> <li>Line</li> <li>Mass, form/shape</li> <li>Space</li> <li>Light</li> <li>Color/value</li> <li>Texture</li> </ul> </li> <li>■ Define and identify the concepts:               <ul style="list-style-type: none"> <li>Classicism</li> <li>Romanticism</li> <li>Realism</li> <li>Impressionism</li> <li>Abstraction</li> <li>Surrealism</li> </ul> </li> <li>■ Define and identify art principles:               <ul style="list-style-type: none"> <li>Unity/harmony</li> <li>Proportion/scale</li> <li>Variety/repetition</li> <li>Contrast</li> <li>Balance</li> <li>Rhythm/movement</li> <li>Emphasis/focal point</li> </ul> </li> <li>■ Define and identify subject matter:               <ul style="list-style-type: none"> <li>Figure</li> <li>Portraiture</li> <li>Illustration</li> <li>Architecture</li> <li>Still life</li> <li>Landscape/interior</li> <li>Design-commercial, industrial</li> </ul> </li> <li>■ Define and identify processes:               <ul style="list-style-type: none"> <li>Drawing</li> <li>Painting</li> <li>Sculpture</li> <li>Graphic design</li> <li>Crafts</li> <li>Photography</li> <li>Printmaking</li> </ul> </li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <p>During the year the teacher will introduce vocabulary as appropriate.</p> <p>For example: If the teacher likes to design the art curriculum to follow history he/she might begin with cave paintings from France that depict, with a few strong gestural lines, animals running, leaping, and jumping. Linear quality, and animated bold gestures are obvious components that are essential elements to the narration. The line quality changes dramatically when we examine Egyptian wall paintings. The somewhat stylized figures, animals and plants tell a very different kind of story for another type of audience. The vocabulary used to discuss the subject matter, the artists' intent, and to convey the story behind the creation of these works will be somewhat different from the vocabulary used to talk about Michelangelo's Sistine Chapel wall paintings. In each instance the artist is addressing an imagined future audience, telling a dramatic story, telling that story in such a unique and powerful way that centuries later we are still captivated. What qualities did these artists employ to achieve such a lasting power to rivet our attention? The art elements, principles and concepts behind the creation of these works can be presented during the year as they naturally occur while covering the art curriculum.</p> <p>If the teacher designs his/her curriculum by subject matter (portrait, still life, design, sculpture, etc.) or art principles, elements, or concepts, the introduction of appropriate vocabulary will still be most meaningful if integrated with the lesson on hand.</p> <p>Lessons on art history and assignments on art criticism and aesthetics are also most meaningful when combined with the over arching goal of a particular unit. For instance, during the Renaissance there was a renewed interest in the value of the individual that corresponded with the establishment of the portrait as a major subject of painting and sculpture. It makes sense to discuss artists who were famous for their portraits when the class is working on portraits.</p> |

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| <p>The Philadelphia Museum of Art<br/><b>www.philamuseum.org</b></p> <p>The Philadelphia Museum of Art Teaching Poster Sets</p> <p><b>Literacy Connections</b><br/><i>Art in Focus</i>, G. Miller<br/><i>Art Talk</i>, R. Ragans<br/><i>Discovering Art History</i>, Brommer<br/><i>Art In America</i>, readings of reviews of current and past exhibitions on the Internet, Time magazine, N.Y. Times, Philadelphia Inquirer</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Reading aloud, show pictures</li> <li>• Reproductions/slides/videos</li> <li>• Visual samples</li> <li>• Field Trips</li> <li>• Brain storming/problem solving</li> </ul> | <p><b>PSSA</b></p> <ul style="list-style-type: none"> <li>• Use one of the art museum posters as a writing prompt.</li> <li>• Imagine that you are one of the people in the painting.</li> <li>• Write about the experience you remember. Be sure to include enough details so that your readers can share your experience. Show why this memory stands out for you. Let your writing illustrate how the artist used the art elements and principles to convey the story of the painting.</li> </ul> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/Journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>Assessment of student artwork may include the following criteria:</b></p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Read about the WPA art projects during the Depression of the 1930's. Choose one artist (Dorothea Lange, Ben Shahn, etc.) and report on how their art was used to influence people.</li> <li>• Look at how public works used artists to enhance the everyday experience of the public.</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of content, process, and/or product</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Philadelphia Museum of Art, The Pennsylvania Academy of Fine Arts, and many other local museums have programs designed for student visits.</li> <li>• Art galleries in Philadelphia are free and open late the first Friday of every month.</li> </ul> |

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| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>D. Styles in Production, Performance and Exhibition</b></p> <p><b>E. Themes in Art Forms</b></p> <p><b>F. Historical and Cultural Production, Performance and Exhibition</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 9 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.</li> <li>■ Communicate a unifying theme or point of view through the production of a work of art.</li> <li>■ Analyze works of art influenced by experiences of historical and cultural events through production, performance, or exhibition.</li> <li>■ Create multiple solutions to visual arts problems by applying, elements, principles, and expressive features of art.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <p>During the course of the first year, students should become familiar with the basic themes of works of art. Figures, portraits, landscapes, still life, design, etc., should all be well known subjects by the time the student has completed the first year. The teacher may design a unit around a theme that works through several different styles of production.</p> <p>For instance the theme of the figure can be used to explore various historical and cultural styles. From stylized Egyptians in tomb paintings, to classical Roman sculptures, Romantic romping in idyllic settings to Impressionistic depictions of everyday life, the figure has served as the basis for art production for centuries. The twentieth century would witness abstractions, surrealism, abstract expressionism, and a variety of realistic renderings. From Picasso's abstractions to Salvador Dali's surrealism, to Romare Bearden's collages the human experience has been examined in a wide variety of styles. Create two drawings or paintings of the same animal (lion, elephant, dragon) based on artworks depicting the animal chosen from two different cultures, such as a Medieval dragon and Chinese dragon or an African elephant and an Indian elephant. Explain how they are similar and different.</p> <p>Students study the international scene today and research a conflict involving at least two cultures – such as Latin America and U.S. immigration; World Health - Aids in Africa and Asia; Child Labor, in India, South America or world hunger – and create a poster that expresses a particular point of view.</p> <p>Students will study artworks from diverse cultures and historical periods to discover how parallel cultures influence one another such as African art's influence on twentieth century Cubism, Japanese prints' influence on nineteenth century Impressionism, and Portuguese art's influence on the art of Benin in the 1500s. Students will keep information in an art history notebook for future reference.</p> <p>The major subjects of art production – portraiture, figure, still life, landscape, interior, etc., can all be traced through history. The teacher may find that using a different subject may illustrate the way styles in art adapt, change, and influence the way we see our world and our relationship to others.</p> <p>Students may choose any theme (still life, figure, portrait, landscape, etc.) and examine how artists in different cultures and times have depicted this theme in their art. Compare and contrast how this theme evolves.</p> <p>Create cards for a memory game using examples of art from around the world related to a specific theme such as portraits, pottery, landscape, still life animals. Use photos of representative objects as the basis for drawings. Mount the drawings on cardboard. Write the culture, time and place on the reverse side. Create two drawings or paintings of the same animal (lion, elephant, dragon) based on artworks depicting the animal from two different cultures (medieval dragon/Chinese dragon). Explain how they are similar and different.</p> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>The Philadelphia Museum of Art<br/><b>www.philamuseum.org</b></p> <p>The Philadelphia Museum of Art Teaching Poster Sets</p> <p><b>Literacy Connections</b><br/><i>History of Art For Young People</i>, Janson<br/><i>Art in Focus</i>, G. Miller<br/><i>Discovering Art History</i>, G. Brommer<br/><i>Movement and Rhythm</i>, G. Brommer<br/><i>Color and Value</i>, J. Gatto<br/><i>Pedagogical Sketchbook</i>, Paul Klee</p> <p><b>Intervention Resources</b><br/>Consult IEP (individual educational program) when available</p> | <p><b>PSSA</b></p> <ul style="list-style-type: none"> <li>Using any print of an animal sculpture/painting have students write a short essay from this writing prompt.</li> <li>Picture yourself awakened as <b>(an animal, an object, a gas, etc.)</b>. Write a story to tell a human friend what your new life is like.</li> </ul> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>Sketchbook/Journal</li> <li>Teacher/student logs</li> <li>Teacher/student interviews</li> <li>Checklists</li> <li>Peer/class critiques</li> <li>Self assessments</li> <li>Rubrics</li> <li>Anecdotal records</li> <li>Portfolio</li> <li>Audio and videotapes</li> <li>Student exhibitions</li> <li>Homework</li> <li>Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>Assessment of student artwork may include the following criteria:</b></p> <ul style="list-style-type: none"> <li>level of skill</li> <li>level of expressiveness</li> <li>evidence of experimentation</li> <li>evidence of imagination/invention</li> <li>relationship of media to idea</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>Provide visual examples and hands-on demonstrations</li> <li>Diverse cooperative learning groups</li> </ul> <p><b>For Students at the Advanced Level</b><br/>Create art work that incorporates ideas and themes from a variety of historical, social and cultural contexts.</p> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>Provide visual examples and hands-on demonstration</li> <li>Step-by-step instruction (task assessment)</li> <li>Charts, diagrams, kinesthetic response</li> <li>Diverse cooperative learning groups</li> <li>Provide accommodation in terms of content, process, and/or product</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>Philadelphia Museum of Art, The Pennsylvania Academy of Fine Arts, and many other local museums have programs designed for student visits.</li> <li>Art galleries in Philadelphia are free and open late the first Friday of every month.</li> </ul> |

**GRADE 9: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p><b>G. Function and Analysis of Practice Sessions</b></p> <p><b>H. Safety Issues in the Arts</b></p> <p><b>I. Community Exhibitions</b></p> <p><b>J. Technologies in the Arts</b></p> <p><b>K. Technologies in the Humanities</b></p><br><p><b>Performance Content Descriptors</b></p> <p>By the end of grade 9 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Explain the function and benefits of practice sessions.</li> <li>■ Analyze the effect of practice sessions.</li> <li>■ Use art materials and tools in a safe and responsible manner.</li> <li>■ Evaluate the relationship between ideas and materials, techniques and processes used.</li> <li>■ Demonstrate understanding and competency with a variety of materials, techniques, and processes resulting in the creation of works of art and commercial products.</li> <li>■ Create multiple solutions, (traditional and computer generated graphics) to visual arts problems by applying, elements, principles, and expressive features of art.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <p>Demonstrate understanding and competency with a variety of materials, techniques, and processes resulting in the creation of works of art and commercial products.</p> <p>Use art materials and tools in a safe and responsible manner.</p> <p>Using a computer, and/or more traditional 2D media, students will design a visually effective poster/flier to promote a school political candidate which integrates text and image using black and white plus one color.</p> <p>Students will listen to a variety of musical works, recording in their journals the titles, composers and moods/feelings the works suggest to them. Each student will choose one musical work, and select an artwork which expresses to the student the same mood or feeling. They will explain their reasons in writing regarding how the music and artworks express the same mood or feeling.</p> <p>Students will research the terms which composers and choreographers use to describe the elements and principles such as line and melody, rhythm, movement and beat used to create music and dance. They will make a chart showing the relationships of those terms to corresponding art terms. They will listen to music and view videotaped live dance performances and identify the elements and principles.</p> <p>Using computer graphics (if available) create a CD cover. The design should incorporate an image that compliments the font chosen for the text. Lettering styles should complement the music and the art. For the advanced students an extra assignment, an advertisement or poster that publicizes an upcoming concert, can be designed.</p> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>The Philadelphia Museum of Art<br/><b>www.philamuseum.org</b></p> <p>The Philadelphia Museum of Art Teaching Poster Sets</p> <p><b>Literacy Connections</b><br/><i>Building Dances, A Guide to Putting Movement Together</i>, S. McGreely</p> <p><i>Art and Ideas</i>, Fleming</p> <p><i>Art In Focus</i>, Gene A. Mittler</p> <p><i>Art and Physics</i>, Leonard Shlain</p> <p><b>Intervention Resources</b><br/>Consult IEP (individual educational program) when available</p> | <p><b>PSSA</b></p> <ul style="list-style-type: none"> <li>Using a genre scene painting as a writing prompt have the students compose a short essay entitled "The Day It All Stopped."</li> <li>Imagine yourself in the year 2000, when suddenly all of the world's technologies stop working. You decide to publish a daily newspaper, and make ten copies by hand. In this first story, describe a day in the life of someone in this new non-technological society.</li> </ul> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>Sketchbook/Journal</li> <li>Teacher/student logs</li> <li>Teacher/student interviews</li> <li>Checklists</li> <li>Peer/class critiques</li> <li>Self assessments</li> <li>Rubrics</li> <li>Anecdotal records</li> <li>Portfolio</li> <li>Audio and videotapes</li> <li>Student exhibitions</li> <li>Homework</li> <li>Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>level of skill</li> <li>level of expressiveness</li> <li>evidence of experimentation</li> <li>evidence of imagination/invention</li> <li>relationship of media to idea</li> <li>Create handmade books</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>Provide visual examples and hands-on demonstrations</li> <li>Diverse cooperative learning groups</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>Create a power point slide show of their work for the computer.</li> <li>Create a storyboard of an original story, or illustrate any other story. Take digital photos of each panel and then display them as a power point exhibit.</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>Provide visual examples and hands-on demonstration</li> <li>Step-by-step instruction (task assessment)</li> <li>Charts, diagrams, kinesthetic response</li> <li>Diverse cooperative learning groups</li> <li>Provide accommodation in terms of content, process, and/or product</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>Philadelphia Museum of Art, The Pennsylvania Academy of Fine Arts, and many other local museums have programs designed for student visits.</li> <li>Art galleries in Philadelphia are free and open late the first Friday of every month.</li> </ul> |

**GRADE 9: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>A. Contexts of Works in the Arts</b></p> <p><b>B. Chronology of Works in the Arts</b></p> <p><b>C. Styles and Genre in the Arts</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 9 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Describe and analyze orally and in writing the elements, principles, and expressive features found in specific works of art and artifacts from diverse cultures and historical periods.</li> <li>■ Understand that aesthetic standards can be similar and different across cultures and historical periods.</li> <li>■ Discuss subject matter, symbols and ideas in their own works of art.</li> <li>■ Identify cultural origins of art works.</li> <li>■ Identify representative artists in major movements and their chronology.</li> <li>■ Describe characteristics of cultures as expressed in subject matter, symbols and ideas in the images created by those cultures.</li> <li>■ Use objective criteria for analysis, interpretation, and judgment about the art works of diverse cultures and historical periods and their own work.</li> <li>■ Describe characteristics of cultures as expressed in subject matter, symbols and ideas in the images created by those cultures. Use a variety of subject matter, symbols and ideas from diverse cultures and historical periods to solve visual problems.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <p>Investigate the use of lions as symbols in European Medieval art (sculpture and heraldry), Indian art (temple architecture, statuary and painting) and Japanese scroll paintings. Create a logo for a new product (car, after shave lotion, exercise equipment) using a lion motif.</p> <p>Compare images of mother and child: Madame Roulin and Baby Marcelle by van Gogh, a Medieval madonna and child, and a Dogon wood carving. Have students look through other art history texts and museum collections on the internet to see how pervasive is the theme in other cultures and times. Create a greeting card for Mother's Day or birth announcement using a contemporary image. Is this still a popular image in today's world? Is this still the most basic of all human relationships or has it been superseded?</p> |

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>The Philadelphia Museum of Art<br/><b>www.philamuseum.org</b></p> <p>The Philadelphia Museum of Art Teaching Poster Sets</p> <p><b>Literacy Connections</b><br/><i>Maskmaking</i>, Carol Sivin<br/><i>History of Art for Young People</i>, Janson<br/><i>Art In Focus</i>, Gene A. Mittler<br/><i>Art, Past and Art, Present</i>, Wilkins, Shultz and Linduff</p> <p><b>Intervention Resources</b><br/>Consult IEP (individual educational program) when available</p> | <p><b>PSSA</b></p> <ul style="list-style-type: none"> <li>• Use one of the art museum posters as a writing prompt.</li> <li>• Imagine that you are one of the people in the painting.</li> <li>• Write about the experience you remember. Be sure to include enough details so that your readers can share your experience. Show why this memory stands out for you. Let your writing illustrate how the artist used the art elements and principles to convey the story of the painting.</li> </ul> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/Journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Student may choose to focus on a particular artist and write a paper that compares/contrasts that artist with another contemporary artist.</li> <li>• Write about an artist who addressed the social issues of the day in his/her work. Are those issues still with us today?</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of content, process, and/or product</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Philadelphia Museum of Art, The Pennsylvania Academy of Fine Arts, and many other local museums have programs designed for student visits.</li> <li>• Art galleries in Philadelphia are free and open late the first Friday of every month.</li> </ul> |

**GRADE 9: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts****PA Standard Statements****VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS****D. Historical and Cultural Perspectives****E. Historical and Cultural Impact****F. Vocabulary for Historical and Cultural Context****G. Geographic regions in the Arts****H. Pennsylvania artists****Performance Content Descriptors**

By the end of grade 9 students will be able to:

■ Compare and contrast artwork from perspectives of various communities including race, gender, cultural and historical periods.

■ Research careers in the visual arts, cultural institutions, and in schools preserving artistic traditions.

■ Identify subject matter, symbols and ideas for works of art from diverse cultures and historical periods.

■ Recognize and explain in visual images, writing, and oral presentations the similarities and differences between their community and the larger world (e.g. neighborhood vs. city).

■ Identify recognized artists and cultural institutions in the community and know:

- What they contain
- Their importance
- How they exhibit and preserve major artistic movements
- How they express and preserve the culture of the community

■ Evaluate, analyze, and interpret works of art as related to history and culture.

■ Create works of art based on historical and cultural ideas.

**INSTRUCTIONAL MODEL**

Visit cultural institutions within the community and describe in writing what they contain, their importance in the community, how they express and preserve major artistic movements and the culture of the community.

Research the similarities and differences between their neighborhood and the larger community using various sources such as newspapers, TV, movies and magazines. As a cooperative class project, students construct a handmade and handbound book using original visual images and text that describes the relationships between the culture of their neighborhood and that of the larger community.

Investigate the use of lions as symbols in European Medieval art (sculpture and heraldry), Indian art (temple architecture, statuary and painting) and Japanese scroll paintings. Create a logo for a new product (car, after shave lotion, exercise equipment) using a lion motif.

Create two drawings or paintings of the same animal (lion, elephant, dragon) based on artworks depicting the animal chosen from two different cultures, such as a Medieval dragon and Chinese dragon or an African elephant and an Indian elephant. Explain how they are similar and different.

Students study the international scene today and research a conflict involving at least two cultures (such as Latin America and U.S. immigration; World Health - Aids in Africa and Asia; Child Labor in India and South America; world hunger in Africa, Asia, South America), and create a poster that expresses an opinion or a particular point of view.

Students will study artworks from diverse cultures and historical periods to discover how parallel cultures influence one another such as African art's influence on twentieth century Cubism, Japanese prints' influence on nineteenth century Impressionism, and Portuguese art's influence on the art of Benin in the 1500s. Students will keep information in an art history notebook for future reference.

Students can research a region, state or country. This research can be about this region as it exists today or at some time in the past. They will create an illustrated map of the region including manufactured and agricultural products, natural resources, recreational parks and arts venues, as well as images of well-known residents and historical references. These images will be super-imposed over the geographic features of the area. For example, a map of Pennsylvania would include all the major waterways, mountains, cities. Over the Lancaster area would be images of Amish farmers, over the Pittsburgh area would be steel manufacturing, football and the symphony, near the Poconos would be skiing and coal production. The Delaware River would feature small sea going craft while the central region would be illustrated with deer and hunters in woodlands. The Philadelphia area could include images of the ballet, the Constitutional Convention, Ben Franklin with his printing press and Jefferson writing the Declaration of Independence.

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>The Philadelphia Museum of Art<br/><b>www.philamuseum.org</b></p> <p>The Philadelphia Museum of Art Teaching Poster Sets</p> <p><b>Literacy Connections</b><br/><i>Maskmaking</i>, Carol Sivin<br/><i>History of Art for Young People</i>, Janson<br/><i>Art In Focus</i>, Gene A. Mittler<br/><i>Art, Past and Art, Present</i>, Wilkins, Shultz and Linduff</p> <p><b>Intervention Resources</b><br/>Consult IEP (individual educational program) when available</p> | <p><b>PSSA</b></p> <ul style="list-style-type: none"> <li>• Use one of the art museum posters as a writing prompt.</li> <li>• Imagine that you are one of the people in the painting.</li> <li>• Write about the experience you remember. Be sure to include enough details so that your reader can share your experience. Show why this memory stands out for you. Let your writing illustrate how the artist used the art elements and principles to convey the story of the painting.</li> </ul> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/Journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and Videotapes</li> <li>• Student Exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Write a paper that connects the arts to the social events of the day.</li> <li>• Examine how cultural changes were reflected in the art of the day. Site examples (Ash Can School, WPA artists, cinema, etc.) illustrating how artists used their art to convey their thoughts to the public.</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of content, process, and/or product</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Philadelphia Museum of Art, The Pennsylvania Academy of Fine Arts, and many other local museums have programs designed for student visits.</li> <li>• Art galleries in Philadelphia are free and open late the first Friday of every month.</li> </ul> |

**GRADE 9: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>I. Philosophical context of works in the arts.</p> <p>J. Historical differences of works in the arts.</p> <p>K. Traditions within works in the arts.</p> <p>L. Common themes in works in the arts.</p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 9 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Evaluate, analyze, and interpret works of art as related to history and culture.</li> <li>■ Create works of art based on historical and cultural ideas.</li> <li>■ Describe the functions, meanings, and significance of works of art from various cultures, times, and places throughout history.</li> <li>■ Identify works of art and artifacts as belonging to particular cultures, times and places and explain why.</li> <li>■ Know scientific concepts which relate to art expression, such as color theory, gravity, mathematics.</li> <li>■ Know the terminology used in visual and other arts which describe the structural and expressive features of the several arts.</li> <li>■ Combine and use the creative and analytical principles and techniques of the visual arts and other arts disciplines.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <p>Describe the functions, meanings, and significance of works of art from various cultures, times, and places throughout history.</p> <p>Create art work that incorporates ideas and themes from a variety of historical, social and cultural contexts.</p> <p>Students will create a sculpture which exhibits an understanding of balance in sculpture, such as a mobile or sculpture which incorporates cantilevers. Use media such as wood, metal, wire, string.</p> <p>Students will listen to a variety of musical works, recording in their journals the titles, composers and moods/feelings the works suggest to them. Each student will choose one musical work, and select an artwork which expressess to the student the same mood or feeling. They will explain their reasons in writing regarding how the music and artworks express the same mood or feeling.</p> <p>Students will research the terms which composers and choreographers use to describe the elements and principles such as line and melody, rhythm, movement and beat used to create music and dance. They will make a chart showing the relationships of those terms to corresponding art terms. They will listen to music and view videotaped live dance performances and identify the elements and principles.</p> <p>Students will choose a myth, poem or short story to illustrate. Their illustration should describe an important moment in the literal piece. The art elements employed should convey their ideas.</p> <p>Create a CD cover. The design should describe the music. Lettering styles should complement the music and the art.</p> |

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>The Philadelphia Museum of Art<br/><b>www.philamuseum.org</b></p> <p>The Philadelphia Museum of Art Teaching Poster Sets</p> <p><b>Literacy Connections</b><br/><i>Building Dances, A Guide to Putting Movement Together</i>, S. McGreely</p> <p><i>Art and Ideas</i>, Fleming</p> <p><i>Art In Focus</i>, Gene A. Mittler</p> <p><i>Art and Physics</i>, Leonard Shlain</p> <p><i>Pioneering Spirits, The Life and Times of Remarkable Women Artists in Western Art</i>, Abby Remer</p> <p><b>Intervention Resources</b><br/>Consult IEP (individual educational program) when available</p> | <p><b>PSSA</b></p> <ul style="list-style-type: none"> <li>• Use one of the art museum posters as a writing prompt.</li> <li>• Imagine that you are one of the people in the painting.</li> <li>• Write about the experience you remember. Be sure to include enough details so that your reader can share your experience. Show why this memory stands out for you. Let your writing illustrate how the artist used the art elements and principles to convey the story of the painting.</li> </ul> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/Journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>For Students at the Advanced Level</b><br/>Take any good art history text and skim through it. Identify some themes that occur through several centuries. Are these themes still occurring in contemporary artwork? If not, why not? If these are still themes being examined today why are these timeless human concerns?</p> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of content, process, and/or product</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Philadelphia Museum of Art, The Pennsylvania Academy of Fine Arts, and many other local museums have programs designed for student visits.</li> <li>• Art galleries in Philadelphia are free and open late the first Friday of every month.</li> </ul> |

**GRADE 9: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.3 Critical Response****PA Standard Statements****VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS**

- A. Critical processes
- B. Criteria
- C. Classifications
- D. Vocabulary for criticism
- E. Types of analysis
- F. Comparisons
- G. Critics in the arts

**Performance Content Descriptors**

By the end of grade 9 students will be able to:

■ Identify intentions of those creating artworks and justify their purposes in particular works.

■ Describe and analyze how personal and cultural experiences influence the development of the individual's artwork and the artwork of others.

■ Describe, compare and reflect on the variety of individual responses to their own artworks and to artworks from various historic eras and cultures.

■ Describe meanings of student artworks by analyzing how they created their specific works.

■ Decode and analyze self portraits and those from diverse cultures and historical periods to develop an understanding of cultural and personal biases regarding racial, cultural and gender differences and similarities.

**INSTRUCTIONAL MODEL**

The class will discuss and develop a list of issues, ideas and questions to use as a guide in facilitating critiques. This list will be posted and modified throughout the year as students develop vocabulary and concepts.

Students will create a painting or drawing of a recent event in their lives and explain in a critique how they used elements, principles and expressive features to give significance to their work.

Have a class critique in which each student must say something positive about another student's work and they are not allowed to repeat anyone else's comments.

After receiving a written critique by the teacher and writing a self-evaluation of their own art work, re-create the art work incorporating the ideas and suggestions.

Examine examples of self-taught art work such as Grandma Moses, Horace Pippin etc., then debate whether or not museums should collect and display this type of art work.

Create a series of self-portraits which depict themselves as they would be viewed in several cultures and historical periods, (e.g., how would you be portrayed as a teenager in the 1st, 12th, 17th and 20th century).

Study and discuss contemporary artists such as David Hannon, Barbara Kruger and Keith Haring who deal with contemporary social issues regarding racial, cultural and gender similarities and differences. Create paintings/sculptures reflecting similar issues. Write an artist's statement describing how the work expresses their opinions about the issues.

Generate a list of controversial social issues such as homelessness, the environment, health care, racism, drug abuse, sexism etc. Ask students to create a poster or illustration that incorporates both image and text to convey an opinion.

## PENNSYLVANIA STATE STANDARD:

**9.3 Critical Response**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>The Philadelphia Museum of Art<br/><b>www.philamuseum.org</b></p> <p>The Philadelphia Museum of Art Teaching Poster Sets</p> <p><b>Literacy Connections</b><br/><i>Building Dances, A Guide to Putting Movement Together</i>, S. McGreely</p> <p><i>Art and Ideas</i>, Fleming</p> <p><i>Art In Focus</i>, Gene A. Mittler</p> <p><i>Art and Physics</i>, Leonard Shlain</p> <p><b>Intervention Resources</b><br/>Consult IEP (individual educational program) when available</p> | <p><b>PSSA</b><br/>Have students write papers/journal responses for the following three types of writing:</p> <p><b>NARRATIVE/IMAGINATIVE</b><br/>Requires the writer to closely observe, explore and reflect upon a wide range of experiences.</p> <p><b>INFORMATIONAL</b><br/>Shares knowledge and conveys messages, instructions or ideas by making connections between the familiar and the unfamiliar.</p> <p><b>PERSUASIVE</b><br/>Moves the reader to take an action or to form or change an opinion.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/Journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>Assessment of student artwork may include the following criteria:</b></p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>For Students at the Advanced Level</b><br/>Students will research the terms which composers and choreographers use to describe the elements and principles such as line and melody, rhythm, movement and beat used to create music and dance. They will make a chart showing the relationships of those terms to corresponding art terms.</p> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of content, process, and/or product</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Philadelphia Museum of Art, The Pennsylvania Academy of Fine Arts, and many other local museums have programs designed for student visits.</li> <li>• Art galleries in Philadelphia are free and open late the first Friday of every month.</li> </ul> |

**GRADE 9: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.4 Aesthetic Response****PA Standard Statements****VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS****A. Philosophical Studies****B. Aesthetic Interpretation****C. Environmental Influences****D. Artistic Choices****Performance Content Descriptors****By the end of grade 9 students will be able to:**

■ Know ways in which creative thinkers in the arts, humanities and sciences approach and solve problems and understand where such ways are congruent or overlap with the visual artistic process.

■ Know how visual artists and others such as authors, choreographers, composers, use the structural and expressive features of their arts to convey ideas, themes and issues (Elements and principles).

■ Know scientific concepts which relate to art expression, such as color theory, gravity, mathematics.

■ Know the terminology used in visual and other arts which describe the structural and expressive features of the several arts.

■ Compare the expression of the same ideas, themes and issues in the visual arts and in the humanities or sciences in a particular historical period.

**INSTRUCTIONAL MODEL**

Students will create a sculpture which exhibits an understanding of balance such as a mobile or sculpture which incorporates cantilevers. Use media such as wood, metal, wire, string.

Students will listen to a variety of musical works, recording in their journals the titles, composers and moods/feelings the works suggest to them. Each student will choose one musical work, and select an artwork which expresses to the student the same mood or feeling. They will explain their reasons in writing regarding how the music and artworks express the same mood or feeling.

Students will research the terms which composers and choreographers use to describe the elements and principles such as line and melody, rhythm, movement and beat used to create music and dance. They will make a chart showing the relationships of those terms to corresponding art terms. They will listen to music and view videotaped live dance performances and identify the elements and principles.

Students will choose a myth, poem or short story to illustrate. Their illustration should describe an important moment in the literal piece. The art elements employed should convey their ideas.

Create a CD cover. The design should describe the music. Lettering styles should compliment the music and the art.

After reading poetry, students will develop several ideas for visualizations of the poem, both figurative and nonfigurative, and make simple books using a selected poem as text along with their visualizations of the chosen poem.

Students will create an eight page comic book which illustrates a myth, short story or incident in their life.

Using either the science, social studies curriculum, or English curriculum, students illustrate a scene from history, a scientific discovery or story from literature. Students write a short description of their illustration.

Study and discuss contemporary artists such as David Hannon, Barbara Kruger and Keith Haring who deal with contemporary social issues regarding racial, cultural and gender similarities and differences. Create paintings/sculptures reflecting similar issues. Write an artist's statement describing how the work expresses their opinions about the issues.

## PENNSYLVANIA STATE STANDARD:

**9.4 Aesthetic Response**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>The Philadelphia Museum of Art<br/><b>www.philamuseum.org</b></p> <p>The Philadelphia Museum of Art Teaching Poster Sets</p> <p><b>Literacy Connections</b><br/>Grade Appropriate Literature:<br/><i>Letters to Theo</i>, Vincent van Gogh<br/><i>The Pedagogical Sketchbook</i>, Paul Klee<br/><i>Nilda</i>, Nicholosa More<br/><i>Degas and the Little Dancer</i>, Richard Kendall</p> <p><b>Intervention Resources</b><br/>Consult IEP (individual educational program) when available</p> | <p><b>PSSA</b><br/>Have students write papers/journal responses for the following three types of writing:</p> <p><b>NARRATIVE/IMAGINATIVE</b><br/>Requires the writer to closely observe, explore and reflect upon a wide range of experiences.</p> <p><b>INFORMATIONAL</b><br/>Shares knowledge and conveys messages, instructions or ideas by making connections between the familiar and the unfamiliar.</p> <p><b>PERSUASIVE</b><br/>Moves the reader to take an action or to form or change an opinion.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/Journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>Assessment of student artwork may include the following criteria:</b></p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>For Students at the Advanced Level</b><br/>Using the art museum poster sets (or any other art history text), have the students choose three different pieces on a common theme (ex. mother and child, portrait, group of people interacting). Have the student discuss their similarities and differences in style, emotional content, and intent.</p> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of content, process, and/or product</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Philadelphia Museum of Art, The Pennsylvania Academy of Fine Arts, and many other local museums have programs designed for student visits.</li> <li>• Art galleries in Philadelphia are free and open late the first Friday of every month.</li> </ul> |

# **High School**

## **Grade 10**

**Core Curriculum**

**GRADE 10: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts****PA Standard Statements****VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS**

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

**Elements:** color, form/shape, line, space, texture and value.

**Principles:** balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony.

### **Performance Content Descriptors**

By the end of grade 10 students will be able to:

- Draw the model demonstrating their understanding of art elements and principles.
- Draw a portrait/self-portrait employing art elements and principles.
- Approach an observational study (still life or interior) employing various art elements and principles.
- Identify those elements and principles in the work of other artists.
- Produce a commercial art project (ex. poster, book/CD cover, advertisement) that employs art elements and principles to best convey the desired message. Students will be more aware how art influences their environment.
- Begin to amass the body of work that is necessary for a portfolio that can highlight their skills and personal understanding.
- Produce a sketchbook that demonstrates their approach to art production, illustrates their thinking.
- Become familiar with the basic means of art production-drawing, painting, sculpting, printing, etc. and will begin to be aware of how artists choose their media to maximize their creativity.

**INSTRUCTIONAL MODEL**

The tenth grade art class is a continuation of the serious study of visual creativity. The classroom teacher will design a curriculum for his/her situation to insure that all the art elements and principles are employed at some point in their sequence of lessons during the school year. For tenth grade art, optimally, students will be able to draw from the figure, create portraits, compose still lifes, work on a three dimensional craft project and a design commercial art project. The particular sequence of lessons, whether the teacher begins with the figure or still life is unimportant; what is important is that the students are challenged and get the opportunity to use all the elements and principles in the creation of their art during the course of the year. Since art contests (design projects) arrive on the teacher's desk throughout the year, the individual teacher will decide when, if at all, to base a lesson on a particular contest requirements. Availability of supplies and equipment may also impact the degree to which any individual teacher can pursue a particular medium or subject. However, the basic elements and principles of creating art can be accommodated in even the most basic art room.

Logically, projects should proceed from the simple to the more complex; for instance from line, to value to color. The degree of exploration of any single theme (portrait, still life, figure, interior, etc.) will depend on the amount of time the student will be in the classroom. The high school art program will be dealing with two basic kinds of students. Some students will be taking art because they are serious about pursuing art as a career choice and therefore are hoping to have the kinds of experiences in the classroom that will allow them to assemble a portfolio suitable for a college interview. The other kind of student perhaps enjoys art, perhaps simply needs an arts and humanities credit, and is taking art as a requirement for graduation. Both students are best served by having a variety of experiences that build on their previous classroom lessons and continue to challenge them to grow technically and conceptually.

Some teachers may choose to present their art curriculum in units that are identified by subject matter themes (portraits, still life, landscape, design, etc.) while others may prefer to work from units that explore the art elements (line, or color, or shape); while others work through historical periods, principles or concepts. A good curriculum will incorporate all the elements and principles while insuring that the individual student is challenged to achieve while building on previously acquired skills.

If the student had art in the ninth grade this tenth year should see a deeper exploration and an increased degree of difficulty in the projects that they are challenged to do. If the class is mixed, (advanced students working with first year students), they can be accommodated, for instance, by requiring the more advanced student to work on a project in color while the newer students are working in black and white. Have the advanced students add value while the newer students are still restricted to line.

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>The Philadelphia Museum of Art<br/><b>www.philamuseum.org</b></p> <p>The Philadelphia Museum of Art Teaching Poster Sets</p> <p><b>Literacy Connections</b><br/><i>Literacy Through the Book Arts</i>, Paul Johnson<br/><i>Handmade Books: A Step By Step Guide to Crafting Your Own Books</i>, Kathy Blake<br/>Classically illustrated books<br/>Posters (movies, concerts, books)<br/>Illustrated books of myths, folk tales, legends<br/>Graphic novels (Maus, Maus II)<br/>Comic Books</p> <p><b>Intervention Resources</b><br/>Consult IEP (individual educational program) when available</p> | <p><b>PSSA</b><br/>Describe and analyze, orally and in writing, the elements, principles, and expressive features found in specific works of art and artifacts from diverse cultures and historical periods.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/Journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and Videotapes</li> <li>• Student Exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>Assessment of student artwork may include the following criteria:</b></p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>• Create multiple solutions to visual arts problems by applying, elements, principles, and expressive features of art.</li> <li>• Evaluate the use of elements, principles, and expressive features in developing and solving visual arts problems.</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of content, process, and/or product</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Philadelphia Museum of Art, The Pennsylvania Academy of Fine Arts, and many other local museums have programs designed for student and family visits.</li> <li>• Art galleries in Philadelphia are free and open late the first Friday of every month.</li> </ul> |

**GRADE 10: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>B. Demonstration of the Visual Arts.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 10 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Compare and contrast elements, principles, and expressive features in works of art from diverse cultures and historical periods.</li> <li>■ Create multiple solutions to visual arts problems by applying elements, principles, and expressive features of art.</li> <li>■ Evaluate the use of elements, principles, and expressive features in developing and solving visual arts problems.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <p>Students will compare and contrast different ways of representing space by creating paintings of the same subject using such methods as atmospheric and mathematical perspective, value created through continuous tone and line, and changes in relative size.</p> <p>Study the work of Grosz, Hopper, Burchfield and March and other artists who used figures and architectural elements in their paintings. Present a subject or one's local surroundings treated in a realistic manner using pastel tempera or watercolor. Solve problems related to the relationship of architectural elements and figures, and pattern of dark and light to create three dimensional space.</p> <p>Have students look through magazines for examples of formal and informal balance in advertising design. Encourage students to make inferences about the reasons why the advertisement may have been planned with a formal or informal arrangement of elements. Students are to create two collages. One collage is to have informal balance, one is to have formal balance. Each collage should have five or six shapes of different sizes. Shapes should be simple and cut without drawing them first. Upon completion of the work, look at the collages. Have the class identify the kind of balance used to unify the design and ask students to offer descriptions of messages, ideas or feelings from each kind of design (active/passive, busy/still).</p> <p>Describe and discuss classical Greek sculpture, architecture and pottery, identifying principles of balance, rhythm and proportion. Design decorations for Greek vases using contemporary clothing styles and incorporating Greek principles of balance, rhythm and proportion.</p> <p>Compare Japanese prints of the human figure with paintings and prints by Mary Cassatt. List what is similar and what is different in two specific examples, one Japanese and one by Cassatt. Make a drawing or a linoleum block or monoprint featuring the figure of a classmate using one of the similarities identified in the exercise.</p> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p>The Philadelphia Museum of Art<br/><b>www.philamuseum.org</b></p> <p>The Philadelphia Museum of Art Teaching Poster Sets</p> <p><b>Literacy Connections</b><br/><i>Literacy Through the Book Arts</i>, Paul Johnson</p> <p><i>Handmade Books: A Step By Step Guide to Crafting Your Own Books</i>, Kathy Blake</p> <p>Classically illustrated books<br/>Posters (movies, concerts, books)<br/>Illustrated books of myths, folk tales, legends<br/>Graphic novels (Maus, Maus II)<br/>Comic Books<br/>Video Games</p> <p><b>Intervention Resources</b><br/>Consult IEP (individual educational program) when available</p> | <p><b>PSSA</b><br/>To tell a story, we often take photographs or create paintings. Imagine yourself dropped into the scene represented by this (<b>painting, photograph, or image</b>). Write a story for a younger student that stars you as a character in the (<b>painting, photograph, or image</b>).</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/Journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>Assessment of student artwork may include the following criteria:</b></p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>For Students at the Advanced Level</b><br/>Students may research the various aspects of commercial art. Choosing one area, (package design, illustration, interior design, logo, etc.) the students will do an independent project in which they create an original piece and then write an essay explaining their choice and how they created it.</p> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of content, process, and/or product</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Philadelphia Museum of Art, The Pennsylvania Academy of Fine Arts, and many other local museums have programs designed for student and family visits.</li> <li>• Art galleries in Philadelphia are free and open late the first Friday of every month.</li> </ul> |

**GRADE 10: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>C. Vocabulary within each art form.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 10 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Define and identify the art elements:               <ul style="list-style-type: none"> <li>Line</li> <li>Mass, form/shape</li> <li>Space</li> <li>Light</li> <li>Color/value</li> <li>Texture</li> </ul> </li> <li>■ Define and identify the concepts:               <ul style="list-style-type: none"> <li>Classicism</li> <li>Romanticism</li> <li>Realism</li> <li>Impressionism</li> <li>Abstraction</li> <li>Surrealism</li> </ul> </li> <li>■ Define and identify art principles:               <ul style="list-style-type: none"> <li>Unity/harmony</li> <li>Proportion/scale</li> <li>Variety/repetition</li> <li>Contrast</li> <li>Balance</li> <li>Rhythm/movement</li> <li>Emphasis/focal point</li> </ul> </li> <li>■ Define and identify subject matter:               <ul style="list-style-type: none"> <li>Figure</li> <li>Portraiture</li> <li>Illustration</li> <li>Architecture</li> <li>Still life</li> <li>Landscape/interior</li> <li>Design-commercial, industrial</li> </ul> </li> <li>■ Define and identify processes:               <ul style="list-style-type: none"> <li>Drawing</li> <li>Painting</li> <li>Sculpture</li> <li>Graphic design</li> <li>Crafts</li> <li>Photography</li> <li>Printmaking</li> </ul> </li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <p>During the year the teacher will introduce vocabulary as appropriate.</p> <p>For example: If the teacher likes to design the art curriculum to follow history he/she might begin with cave paintings from France that depict, with a few strong gestural lines, animals running, leaping, and jumping. Linear quality, and animated bold gestures are obvious components that are essential elements to the narration. The line quality changes dramatically when we examine Egyptian wall paintings. The somewhat stylized figures, animals and plants tell a very different kind of story for another type of audience. The vocabulary used to discuss the subject matter, the artists' intent, and convey the story behind the creation of these works will be somewhat different from the vocabulary used to talk about Michelangelo's Sistine Chapel wall paintings. In each instance the artist is addressing an imagined future audience, telling a dramatic story, telling that story in such a unique and powerful way that centuries later we are still captivated. What qualities did these artists employ to achieve such a lasting power to rivet our attention? The art elements, principles and concepts behind the creation of these works can be presented during the year as they naturally occur while covering the art curriculum.</p> <p>If the teacher designs his/her curriculum by subject matter (portrait, still life, design, sculpture, etc.) or art principles, elements, or concepts, the introduction of appropriate vocabulary will still be most meaningful if integrated with the lesson on hand.</p> <p>Lessons on art history and assignments on art criticism and aesthetics are also most meaningful when combined with the over arching goal of a particular unit. For instance, during the Renaissance there was a renewed interest in the value of the individual that corresponded with the establishment of the portrait as a major subject of painting and sculpture. It makes sense to discuss artists who were famous for their portraits when the class is working on portraits.</p> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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**GRADE 10: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>D. Styles in Production, Performance and Exhibition</b></p> <p><b>E. Themes in Art Forms</b></p> <p><b>F. Historical and Cultural Production, Performance and Exhibition</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 10 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Identify subject matter, symbols and ideas for works of art from diverse cultures and historical periods.</li> <li>■ Select and use subject matter symbols and ideas to communicate meaning.</li> <li>■ Identify cultural origins of art works.</li> <li>■ Identify representative artists in major movements and their chronology.</li> <li>■ Discuss subject matter, symbols and ideas in their own works of art.</li> <li>■ Research careers in the visual arts, cultural institutions, and in schools preserving artistic traditions.</li> <li>■ Describe characteristics of cultures as expressed in subject matter, symbols and ideas in the images created by those cultures.</li> <li>■ Use a variety of subject matter, symbols and ideas from diverse cultures and historical periods to solve visual problems.</li> <li>■ Use objective criteria for analysis, interpretation, and judgment about the art works of diverse cultures and historical periods and their own work.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <p>Students explore the ideas of good and evil in various cultures focusing on dragons depicted in Eastern and Western cultures. Create stories and illustrations suitable for school age children that involve an Eastern and Western dragon getting to know one another and becoming friends.</p> <p>Students visit cultural institutions within their community and describe in writing what they contain, their importance in the community, how they express and preserve major artistic movements and the culture of the community.</p> <p>Students research the similarities and differences between their neighborhood and the larger community using various sources such as newspapers, TV, movies and magazines. As a cooperative class project, students construct a handmade and handbound book using original visual images and text that describes the relationships between the culture of their neighborhood and that of the larger community.</p> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>The Philadelphia Museum of Art<br/><b>www.philamuseum.org</b></p> <p>The Philadelphia Museum of Art Teaching Poster Sets</p> <p><b>Literacy Connections</b><br/>Study artifacts from diverse cultures and historical periods, discussing the functions of the artifacts and selecting the artifacts they consider most historically significant. Using a computer drawing program when possible, students will design a brochure for a museum exhibition of the artifacts they consider historically significant. They will write a short statement explaining why they selected the artifacts.</p> <p><b>Intervention Resources</b><br/>Consult IEP (individual educational program) when available</p> | <p><b>PSSA</b></p> <ul style="list-style-type: none"> <li>• Explain how cultures have adopted and adapted concepts, imagery, themes, and techniques from other cultures.</li> <li>• Evaluate, analyze, and interpret works of art as related to history and culture.</li> <li>• Describe the functions, meanings, and significance of works of art from various cultures, times, and places throughout history.</li> </ul> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/Journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>For Students at the Advanced Level</b><br/>Use objective criteria for analysis, interpretation, and judgment about art works of diverse cultures and historical periods and their own work.</p> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of content, process, and/or product</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Philadelphia Museum of Art, The Pennsylvania Academy of Fine Arts, and many other local museums have programs designed for student and family visits.</li> <li>• Art galleries in Philadelphia are free and open late the first Friday of every month.</li> </ul> |

**GRADE 10: VISUAL ARTS**

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**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>G. Function and Analysis of Practice Sessions</b></p> <p><b>H. Safety Issues in the Arts</b></p> <p><b>I. Community Exhibitions</b></p> <p><b>J. Technologies in the Arts</b></p> <p><b>K. Technologies in the Humanities</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 10 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Compare and contrast elements, principles, and expressive features in works of art from diverse cultures and historical periods.</li> <li>■ Create multiple solutions to visual arts problems by applying, elements, principles, and expressive features of art.</li> <li>■ Evaluate the use of elements, principles, and expressive features in developing and solving visual arts problems.</li> <li>■ Describe and analyze orally and in writing the elements, principles, and expressive features found in specific works of art and artifacts from diverse cultures and historical periods.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <p>Students will observe the ways artists use line to create value, form and space by studying works such as the woodcuts by Dürer, etchings by Rembrandt, Van Gogh's paintings and drawings. Students will draw a still life from observation, emphasizing the use of line to create value, form and space.</p> <p>Students will compare and contrast different ways of representing space by creating paintings of the same subject using such methods as atmospheric and mathematical perspective, value created through continuous tone and line, and changes in relative size.</p> <p>Study the work of Grosz, Hopper, Burchfield and March and other artists who used figures and architectural elements in their paintings. Present a subject or one's local surroundings treated in a realistic manner using pastel tempera or watercolor. Solve problems related to the relationship of architectural elements and figures, and pattern of dark and light to create three dimensional space.</p> <p>Have students look through magazines for examples of formal and informal balance in advertising design. Encourage students to make inferences about the reasons why the advertisement may have been planned with a formal or informal arrangement of elements. Students are to create two collages. One collage is to have informal balance, one is to have formal balance. Each collage should have five or six shapes of different sizes. Shapes should be simple and cut without drawing them first. Upon completion of the work, look at the collages. Have the class identify the kind of balance used to unify the design and ask students to offer descriptions of messages, ideas or feelings from each kind of design (active/passive, busy/still).</p> <p>Describe and discuss classical Greek sculpture, architecture and pottery, identifying principles of balance, rhythm and proportion. Design decorations for Greek vases using contemporary clothing styles and incorporating Greek principles of balance, rhythm and proportion.</p> <p>Compare Japanese prints of the human figure with paintings and prints by Mary Cassatt. List what is similar and what is different in two specific examples, one Japanese and one by Cassatt. Make a drawing or a linoleum block or mono-print featuring the figure of a classmate using one of the similarities identified in the exercise.</p> |

## PENNSYLVANIA STATE STANDARD:

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| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>The Philadelphia Museum of Art<br/><b>www.philamuseum.org</b></p> <p>The Philadelphia Museum of Art Teaching Poster Sets</p> <p><b>Literacy Connections</b><br/><i>Literacy Through the Book Arts</i>, Paul Johnson<br/><i>Handmade Books: A Step By Step Guide to Crafting Your Own Books</i>, Kathy Blake</p> <p>Classically illustrated books<br/>Posters (movies, concerts, books)<br/>Illustrated books of myths, folk tales, legends<br/>Graphic novels (Maus, Maus II)<br/>Comic Books<br/>Brochures for various products</p> <p><b>Intervention Resources</b><br/>Consult IEP (individual educational program) when available</p> | <p><b>PSSA</b><br/>Using a genre scene painting as a writing prompt have the students compose a short essay entitled "The Day It All Stopped."<br/><br/>Imagine yourself in the year 2000, when suddenly all of the world's technologies stop working. You decide to publish a daily newspaper, and make ten copies by hand. In this first story, describe a day in the life of someone in this new non-technological society.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/Journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> <li>• Creation of handmade books</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>For Students at the Advanced Level</b><br/>Choose an object and transform it by changing size, value, color and detail to show progression such as seed into flower, cocoon into butterfly, bicycle into sunglasses. Proceed in drawing chosen object progressively through the use of detail, size, color and value.</p> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of content, process, and/or product</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Philadelphia Museum of Art, The Pennsylvania Academy of Fine Arts, and many other local museums have programs designed for student and family visits.</li> <li>• Art galleries in Philadelphia are free and open late the first Friday of every month.</li> </ul> |

**GRADE 10: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>A. Contexts of Works in the Arts</b></p> <p><b>B. Chronology of Works in the Arts</b></p> <p><b>C. Styles and Genre in the Arts</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 10 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Recognize and explain, in visual images, writing and oral presentations, the similarities and differences between their community and the larger world (e.g. neighborhood vs. city).</li> <li>■ Create multiple solutions to visual arts problems by applying, elements, principles, and expressive features of art.</li> <li>■ Evaluate the use of elements, principles, and expressive features in developing and solving visual arts problems.</li> <li>■ Understand that aesthetic standards can be similar and different across cultures and historical periods.</li> <li>■ Compare and contrast elements, principles, and expressive features in works of art from diverse cultures and historical periods.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <p>Students visit cultural institutions within their community and describe in writing what they contain, their importance in the community, how they express and preserve major artistic movements and the culture of the community.</p> <p>Students research the similarities and differences between their neighborhood and the larger community using various sources such as newspapers, TV, movies and magazines. As a cooperative class project, students construct a handmade and handbound book using original visual images and text that describes the relationships between the culture of their neighborhood and that of the larger community.</p> <p>Have students create a timeline of art production through the ages. Have several bands that indicate artistic production on several continents. Note the dates of significant artists, and more importantly note what kinds of art they produced. What were the themes and subject matter they used as their inspiration? What are the common themes that are repeatedly explored by people regardless of their country of origin?</p> |

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                        | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p>The Philadelphia Museum of Art<br/><b>www.philamuseum.org</b></p> <p>The Philadelphia Museum of Art Teaching Poster Sets</p> <p><b>Literacy Connections</b><br/><i>History of Art For Young People</i>, Janson<br/><i>Art in Focus</i>, G. Miller<br/><i>Discovering Art History</i>, J. Brommer<br/><i>Evolution in Color</i>, F. Gerritsen</p> <p><b>Intervention Resources</b><br/>Consult IEP (individual educational program) when available</p> | <p><b>PSSA</b><br/>Use one of the art museum posters as a writing prompt. Imagine that you are one of the people in the painting. Write about the experience you remember. Be sure to include enough details so that your reader can share your experience. Show why this memory stands out for you. Let your writing illustrate how the artist used the art elements and principles to convey the story of the painting.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/Journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>For Students at the Advanced Level</b><br/>Show slides or illustrations of classical Greek sculpture, architecture and pottery and pictures of classical Greek costumes and armor. Use visuals as reference to decorate a Greek vase incorporating the classical Greek aesthetic and art principles of balance, rhythm and proportion.</p> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of content, process, and/or product</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Philadelphia Museum of Art, The Pennsylvania Academy of Fine Arts, and many other local museums have programs designed for student and family visits.</li> <li>• Art galleries in Philadelphia are free and open late the first Friday of every month.</li> </ul> |

**GRADE 10: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>D. Historical and Cultural Perspectives</b><br/> <b>E. Historical and Cultural Impact</b><br/> <b>F. Vocabulary for Historical and Cultural Context</b><br/> <b>G. Geographic regions in the Arts</b><br/> <b>H. Pennsylvania artists</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 10 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Describe the functions, meanings, and significance of works of art from various cultures, times, and places throughout history.</li> <li>■ Create works of art based on historical and cultural ideas.</li> <li>■ Evaluate, analyze, and interpret works of art as related to history and culture.</li> <li>■ Explain how cultures have adopted and adapted concepts, imagery, themes, and techniques from other cultures.</li> <li>■ Identify works of art and artifacts as belonging to particular cultures, times, and places and explain their functions and meanings within these contexts.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <p>Students investigate fashions and jewelry worn by men and women of high social position and wealth in Colonial America, Egypt and Japan. Design a contemporary outfit for yourself which incorporates elements from both cultures.</p> <p>Study artifacts from diverse cultures and historical periods, discussing the functions of the artifacts and selecting the artifacts students consider most historically significant. Using a computer drawing program, students will design a brochure for a museum exhibition of the artifacts they consider historically significant. They will write a short statement explaining why they selected the artifacts.</p> <p>Explore African American quilts and compare them to African textiles and European American quilt designs and techniques. Explain how African American quiltmakers adopt and adapt aspects of both traditions in their work. Create a quilt design that incorporates elements from students' own cultural heritage.</p> <p>Students can research a region, state or country. This research can be about this region as it exists today or at some time in the past. They will create an illustrated map of the region including manufactured and agricultural products, natural resources, recreational parks and arts venues as well as images of well-known residents and historical references. These images will be super-imposed over the geographic features of the area. For example, a map of Pennsylvania would include all the major waterways, mountains, cities. Over the Lancaster area would be images of Amish farmers, over the Pittsburgh area would be steel manufacturing, football and the symphony, near the Poconos would be skiing and coal production. The Delaware River would feature small sea-going craft while the central region would be illustrated with deer and hunters in woodlands. The Philadelphia area could include images of the ballet, the Constitutional Convention, Ben Franklin with his printing press and Jefferson writing the Declaration of Independence.</p> |

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>The Philadelphia Museum of Art<br/><b>www.philamuseum.org</b></p> <p>The Philadelphia Museum of Art Teaching Poster Sets</p> <p><b>Literacy Connections</b><br/>Read <i>The Lotus Seed</i> by Sherry Garland, then search for representations of the lotus in Asian art. Make sketches and write descriptions of examples from three different Asian cultures. Create a lotus inspired fabric design for swim wear, neck tie, or umbrella.</p> <p><b>Intervention Resources</b><br/>Consult IEP (individual educational program) when available</p> | <p><b>PSSA</b><br/>Use one of the art museum posters as a writing prompt. Imagine that you are one of the people in the painting. Write about the experience you remember. Be sure to include enough details so that your reader can share your experience. Show why this memory stands out for you. Let your writing illustrate how the artist used the art elements and principles to convey the story of the painting.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/Journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>For Students at the Advanced Level</b><br/>Choose a geographical region and time to investigate. Have students discuss and/or write about how the region affected the art, and conversely how the artist's work illustrates this environmental influence.</p> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of content, process, and/or product</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Philadelphia Museum of Art, The Pennsylvania Academy of Fine Arts, and many other local museums have programs designed for student and family visits.</li> <li>• Art galleries in Philadelphia are free and open late the first Friday of every month.</li> </ul> |

**GRADE 10: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>I. Philosophical context of works in the arts.</p> <p>J. Historical differences of works in the arts.</p> <p>K. Traditions within works in the arts.</p> <p>L. Common themes in works in the arts.</p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 10 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Know ways in which creative thinkers in the arts, humanities and sciences approach and solve problems and understand where such ways are congruent or overlap with the visual artistic process.</li> <li>■ Know the terminology used in visual and other arts which describe the structural and expressive features of several arts.</li> <li>■ Know scientific concepts which relate to art expression, such as color theory, gravity, mathematics.</li> <li>■ Know how visual artists and others such as authors, choreographers, composers, use the structural and expressive features of their arts to convey ideas, themes and issues (elements and principles).</li> <li>■ Describe, compare, and reflect on a variety of individual responses to their own art works and to art works from diverse cultures, groups and time periods.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <p>Students will create a painting in tempera or acrylics which incorporates concepts explained by scientific color theory.</p> <p>Students will create tessellations using pattern blocks, do drawings of the patterns developed, and paint the patterns using a variety of color schemes, such as complimentary colors, analogous primary and secondary and one compliment, black and white, values of a single color. Alternatively, they can create tessellations using the computer.</p> <p>After reading poetry, students will develop several ideas for visualizations of the poem, both figurative and nonfigurative, and make simple books using a selected poem as text along with their visualizations of the chosen poem.</p> <p>Students will create an eight page comic book which illustrates a myth, short story or incident in their life.</p> <p>Using the science, social studies, or English curriculum, students illustrate a scene from history, a scientific discovery, or story from literature. Students write a short description of their illustration.</p> <p>Make a visual chart or display comparing an Egyptian pyramid with a European cathedral. Include the personal preferences of the donors, funerary practices, religious beliefs, materials, techniques, and locations.</p> <p>Choose an art work of their own and describe how personal, cultural, and geographic factors were involved in its creation.</p> <p>Write a brief reaction to the statue of “The Little Dancer” by Edgar Degas. Read a variety of reactions by critics when it was first exhibited in Paris. Discuss and compare these responses to the storm of criticism provoked by the “Sensations” exhibition in Brooklyn, New York (Fall, 1999), or another controversial contemporary art work.</p> |

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>The Philadelphia Museum of Art<br/><b>www.philamuseum.org</b></p> <p>The Philadelphia Museum of Art Teaching Poster Sets</p> <p><b>Literacy Connections</b><br/>Students will study a painting by an artist who has also written about their work such as: Van Gogh, Klee, Kandinsky and Duchamp. After viewing the painting and reading the artist's statement, students will analyze the work in writing. The analysis should discuss the artist's success in achieving the purpose described in their statement.</p> <p><b>Intervention Resources</b><br/>Consult IEP (individual educational program) when available</p> | <p><b>PSSA</b><br/>Use one of the art museum posters as a writing prompt. Imagine that you are one of the people in the painting. Write about the experience you remember. Be sure to include enough details so that your reader can share your experience. Show why this memory stands out for you. Let your writing illustrate how the artist used the art elements and principles to convey the story of the painting.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/Journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>Assessment of student artwork may include the following criteria:</b></p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>For Students at the Advanced Level</b><br/>Compare the expression of the same ideas, themes and issues in the visual arts and in the humanities or sciences in a particular historical period.</p> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of content, process, and/or product</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Philadelphia Museum of Art, The Pennsylvania Academy of Fine Arts, and many other local museums have programs designed for student and family visits.</li> <li>• Art galleries in Philadelphia are free and open late the first Friday of every month.</li> </ul> |

**GRADE 10: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.3 Critical Response**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>A. Critical processes<br/>B. Criteria<br/>C. Classifications<br/>D. Vocabulary for criticism<br/>E. Types of analysis<br/>F. Comparisons<br/>G. Critics in the arts</p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 10 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Select and use subject matter, symbols and ideas to communicate meaning.</li> <li>■ Discuss subject matter, symbols and ideas in their own works of art.</li> <li>■ Identify subject matter, symbols and ideas for works of art from diverse cultures and historical periods.</li> <li>■ Understand the potential of art as a catalyst for change.</li> <li>■ Use objective criteria for analysis, interpretation, and judgment about art works of diverse cultures and historical periods and their own work.</li> <li>■ Describe characteristics of cultures as expressed in subject matter, symbols and ideas in the images created by those cultures.</li> <li>■ Describe and analyze how personal and cultural experiences influence the development of the individual's artwork and the artwork of others.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <p>Students explore the ideas of good and evil in various cultures focusing on dragons depicted in Eastern and Western cultures. Create stories and illustrations suitable for the school age children that involve an Eastern and Western dragon getting to know one another and becoming friends.</p> <p>Students write a brief reaction to the statue of “The Little Dancer” by Edgar Degas. Read a variety of reactions by critics when it was first exhibited in Paris. Discuss and compare these responses to the storm of criticism provoked by the “Sensations” exhibition in Brooklyn, New York (Fall, 1999), or another controversial contemporary art work.</p> <p>Students will study a painting by an artist who has also written about their work such as: Van Gogh, Klee, Kandinsky and Duchamp. After viewing the painting and reading the artist's statement, students will analyze the work in writing. The analysis should discuss the artist's success in achieving the purpose described in their statement .</p> <p>Make a visual chart or display comparing an Egyptian pyramid with a European cathedral. Include the personal preferences of the donors, funerary practices, religious beliefs, materials, techniques, and locations.</p> <p>Choose an art work of their own and describe how personal, cultural, and geographic factors were involved in its creation.</p> <p>Research careers in the visual arts, cultural institutions, and in schools preserving artistic traditions.</p> |

## PENNSYLVANIA STATE STANDARD:

**9.3 Critical Response**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>The Philadelphia Museum of Art<br/><b>www.philamuseum.org</b></p> <p>The Philadelphia Museum of Art Teaching Poster Sets</p> <p><b>Literacy Connections</b><br/><i>Heroes Are Grazing in My Garden</i>, Humberto Badilla<br/><i>Nilda</i>, Nicholata Mohr<br/><i>Cities</i>, J. Gatto<br/>Philadelphia Magazine<br/>Community Newspapers<br/>Time<br/>Newsweek</p> <p><b>Intervention Resources</b><br/>Consult IEP (individual educational program) when available</p> | <p><b>PSSA</b><br/>Have students write papers/journal responses for the following three types of writing:</p> <p><b>Narrative/Imaginative</b><br/>Requires the writer to closely observe, explore and reflect upon a wide range of experiences.</p> <p><b>Informational</b><br/>Shares knowledge and conveys messages, instructions or ideas by making connections between the familiar and the unfamiliar.</p> <p><b>Persuasive</b><br/>Moves the reader to take an action or to form or change an opinion.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Sketchbook/Journal</li> <li>• Teacher/student logs</li> <li>• Teacher/student interviews</li> <li>• Checklists</li> <li>• Peer/class critiques</li> <li>• Self assessments</li> <li>• Rubrics</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Audio and videotapes</li> <li>• Student exhibitions</li> <li>• Homework</li> <li>• Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p><b>Assessment of student artwork may include the following criteria:</b></p> <ul style="list-style-type: none"> <li>• level of skill</li> <li>• level of expressiveness</li> <li>• evidence of experimentation</li> <li>• evidence of imagination/invention</li> <li>• relationship of media to idea</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstrations</li> <li>• Diverse cooperative learning groups</li> </ul> <p><b>For Students at the Advanced Level</b><br/>Research and be able to identify recognized artists and cultural institutions in the community and write about their importance. Research how they exhibit and preserve major artistic movements – how they express and preserve the culture of the community.</p> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide visual examples and hands-on demonstration</li> <li>• Step-by-step instruction (task assessment)</li> <li>• Charts, diagrams, kinesthetic response</li> <li>• Diverse cooperative learning groups</li> <li>• Provide accommodation in terms of content, process, and/or product</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>• Philadelphia Museum of Art, The Pennsylvania Academy of Fine Arts, and many other local museums have programs designed for student visits.</li> <li>• Art galleries in Philadelphia are free and open late the first Friday of every month.</li> </ul> |

**GRADE 10: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.4 Aesthetic Response****PA Standard Statements****VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS****A. Philosophical Studies****B. Aesthetic Interpretation****C. Environmental Influences****D. Artistic Choices****Performance Content Descriptors****By the end of grade 10 students will be able to:**

■ Know ways in which creative thinkers in the arts, humanities and sciences approach and solve problems and understand where such ways are congruent or overlap with the visual artistic process.

■ Know how visual artists and others, such as authors, choreographers, and composers, use the structural and expressive features of their arts to convey ideas, themes and issues (elements and principles).

■ Know scientific concepts which relate to art expression, such as color theory, gravity, mathematics.

■ Know the terminology used in visual and other arts which describe the structural and expressive features of the several arts.

■ Compare the expression of the same ideas, themes and issues in the visual arts and in the humanities or sciences in a particular historical period.

**INSTRUCTIONAL MODEL**

Students will create a sculpture which exhibits an understanding of balance on sculpture, such as a mobile or sculpture which incorporates cantilevers. Use media such as wood, metal, wire, string.

Students will listen to a variety of musical works, recording in their journals the titles, composers and moods/feelings the works suggest to them. Each student will choose one musical work, and select an artwork which expresses to the student the same mood or feeling. They will explain their reasons in writing regarding how the music and artworks express the same mood or feeling.

Students will research the terms which composers and choreographers use to describe the elements and principles – such as line and melody, rhythm, movement and beat – used to create music and dance. They will make a chart showing the relationships of those terms to corresponding art terms. They will listen to music and view videotaped live dance performances and identify the elements and principles.

Students will choose a myth, poem or short story to illustrate. Their illustration should describe an important moment in the literal piece. The art elements employed should convey their ideas.

Create a CD cover. The design should describe the music. Lettering styles should compliment the music and the art.

After reading poetry, students will develop several ideas for visualizations of the poem, both figurative and nonfigurative, and make simple books using a selected poem as text along with their visualizations of the chosen poem.

Students will create an eight page comic book which illustrates a myth, short story or incident in their life.

Using the science, social studies, or English curriculum, students illustrate a scene from history, a scientific discovery, or story from literature. Students write a short description of their illustration.

## PENNSYLVANIA STATE STANDARD:

**9.4 Aesthetic Response**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                              | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>The Philadelphia Museum of Art<br/><b>www.philamuseum.org</b></p> <p>The Philadelphia Museum of Art Teaching Poster Sets</p> <p><b>Literacy Connections</b><br/><i>Letters to Theo</i>, Vincent van Gogh<br/><i>The Pedagogical Sketchbook</i>, Paul Klee<br/><i>Nilda</i>, Nicholosa More<br/><i>Degas and the Little Dancer</i>, Richard Kendall</p> <p><b>Intervention Resources</b><br/>Consult IEP (individual educational program) when available</p> | <p><b>PSSA</b></p> <ul style="list-style-type: none"> <li>Describe, compare, and reflect on a variety of individual responses to their own art works and to art works from diverse cultures groups and time periods.</li> <li>Describe how personal, cultural, and geographic factors influence their own art work and art work from diverse cultural groups and time periods.</li> </ul> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>Sketchbook/Journal</li> <li>Teacher/student logs</li> <li>Teacher/student interviews</li> <li>Checklists</li> <li>Peer/class critiques</li> <li>Self assessments</li> <li>Rubrics</li> <li>Anecdotal records</li> <li>Portfolio</li> <li>Audio and videotapes</li> <li>Student exhibitions</li> <li>Homework</li> <li>Create rubrics that address the PA Standard Statements for grade level</li> </ul> <p>Assessment of student artwork may include the following criteria:</p> <ul style="list-style-type: none"> <li>level of skill</li> <li>level of expressiveness</li> <li>evidence of experimentation</li> <li>evidence of imagination/invention</li> <li>relationship of media to idea</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>Provide visual examples and hands-on demonstrations</li> <li>Diverse cooperative learning groups</li> </ul> <p><b>For Students at the Advanced Level</b></p> <ul style="list-style-type: none"> <li>Describe and analyze how personal and cultural experiences influence the development of the individual's art work and the art work of others.</li> <li>Identify intentions of those creating art works and justify their purposes in particular works.</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>Provide visual examples and hands-on demonstration</li> <li>Step-by-step instruction (task assessment)</li> <li>Charts, diagrams, kinesthetic response</li> <li>Diverse cooperative learning groups</li> <li>Provide accommodation in terms of content, process, and/or product</li> </ul> <p><b>Home and Community Connections</b></p> <ul style="list-style-type: none"> <li>Philadelphia Museum of Art, The Pennsylvania Academy of Fine Arts, and many other local museums have programs designed for student and family visits.</li> <li>Art galleries in Philadelphia are free and open late the first Friday of every month.</li> </ul> |

# **High School**

## **Grades 11-12**

**Core Curriculum**

## GRADES 11-12: VISUAL ARTS

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| PA Standard Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | VISUAL ARTS INSTRUCTIONAL MODEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>A. Know and use the elements and principles of each art form to create works in the arts and humanities.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 12 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Know the elements and principals and explain how they are used.</li> <li>■ Compare and contrast elements and principles in works of art from diverse cultures and historical periods.</li> <li>■ Create compositions using selected elements according to the operation of selected principles.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Provide reproductions (originals when possible) of historic artworks and student works. Demonstrate how to critique the works by describing and analyzing the art elements and principles in the works. Students will critique additional works orally and in writing.</li> <li>• Compare and contrast elements and principles in works of art from diverse cultures and historical periods.</li> <li>• Provide multiple opportunities for students to solve visual problems by placing emphasis on selected art elements and specific art principals using painting, drawing, printmaking, and sculpture to create artworks and design for environment, communication, and multi-media to develop fluency in using the elements and principles and competency with a variety of materials, techniques, and processes:             <ol style="list-style-type: none"> <li>1. Lines with a variety of qualities such as bold, delicate, slow and fast.</li> <li>2. Colors that express mood and feeling through hue, value and intensity.</li> <li>3. Textures that suggest tactile sensations such as smooth, rough, soft, etc.</li> <li>4. Two and three dimensional shapes with variations in color, value, texture and line.</li> <li>5. Two and three dimensional shapes that are geometric, organic and abstract.</li> <li>6. Linear perspective, scale, overlapping and modeling.</li> </ol> </li> <li>• Provide art media as available and demonstrate how to use them in a variety of techniques and processes. Students will create artworks using specific techniques and processes, working to achieve mastery of the given media.             <ol style="list-style-type: none"> <li>1. Drawing: pencils, pen and ink, pastels, charcoal, crayon</li> <li>2. Painting: tempera, acrylic, watercolor, perspective, modeling, overlapping, contrast</li> <li>3. Sculpture: clay, paper, natural and found objects, plaster, cardboard</li> <li>4. Printmaking: monoprints, linoleum block, stamps</li> <li>5. Mixed Media/Collage: mixed papers, acrylic medium, watercolor, pen and ink</li> <li>6. Photography</li> <li>7. Computer Graphics: Adobe Illustrator, Photoshop, Pagemaker</li> <li>8. Solve artistic problems in unique and expressive ways</li> </ol> </li> <li>• Always demonstrate the safe and responsible use of art materials and tools.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts****CONTENT RESOURCES**

There are many sources available, e.g., school and public libraries; many art activity ideas are available on the Internet. "How-to" books on technique are too numerous and readily available to list. Look for books explaining techniques that are at and just above your students' skill levels.

*Hooked On Drawing*, Brookt  
*Acrylic Techniques*, J. Martin  
*Printmaking Techniques*, J. Martin  
*Sculpting*, J. Plowman

There are many sources of varying quality available on the Internet. The following is a list of some places to begin looking:

<http://artsedge.kennedy-center.org> Lesson plans in visual arts and other curricular areas provided by the John F. Kennedy Center for the Performing Arts  
<http://www.artsednet.getty.edu> An online service for K-12 arts education

<http://access.k12.wv.us/manual/lesson.htm>  
Comprehensive list of lesson plan sites provided by the West Virginia Department of Education, Office of Technology

**Literacy Connections**

Students will write critiques of artworks that the teacher provides.

**Intervention Resources**

The teacher will review students' writing for correct usage, appropriate vocabulary.

**ASSESSMENT ALIGNMENT**

This acknowledges the high stakes testing for which students, teachers and administrators are responsible.

**PSSA**

Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words.

**Classroom-based Assessments**

- Portfolios of best work
- Process portfolios containing the written notes and sketches leading to the project's culmination and the culminating artwork;
- Portfolio Assessment criteria/rubric
  1. Level of quality
  2. Breadth of scope of work
  3. Use of materials and techniques
  4. Use of formal aspects of the discipline
  5. Degree of experimentation/risk taking
  6. Evidence of higher order thinking
  7. Level of expressiveness
  8. Evidence of self and/or peer reflection
  9. Evidence of modification of works based on critiques
  10. Presentation
- Peer/class critiques
- Teacher/student interviews
- Self assessments,
- Peer reviews
- Rubrics - teacher and/or student generated
- Sketchbook/journal reflective writing and formal written statements – focused visual and written reflection linked with instruction, extensions of assignments, notes on problems encountered and solved; visual ideas for class projects.
- Create rubrics that address the PA Standard Statements for grade level.

**EXTENDED LEARNING OPPORTUNITIES****English Language Learners**

Emphasize vocabulary building, speaking, and writing.

**For Students at the Advanced Level Academically Advanced**

- Although all students must engage in studio work, emphasize on research and writing for the academically advanced:

1. Write an extended (term) paper using advanced vocabulary, on the uses of selected elements and principles in the works of two artists working in the same tradition, e.g. 20th century Europe, or the sculptures of two African peoples.

**Artistically Advanced**

- Although all students must engage in research and writing, emphasize studio work for the artistically advanced:

1. Develop a series of small artworks using the same subject and composition. Discuss orally and in writing and using advanced vocabulary, how the variations alter the appearance of the works in each series.

- Using a single art element in a variety of ways to achieve a variety of principles.

- Altering the elements in each work, e.g. using all warm and all cool colors, using an analogous color scheme and a complimentary color scheme; create value using line and then using massing.

2. **College admissions portfolios:** Students planning or considering professional art school following graduation, it will be necessary for them to develop their portfolios during their Junior year in order to meet college admission deadlines during their Senior year. Their instruction should reasonably include more studio production while they are engaged in research and writing.

**Students with Disabilities**

For students with I.E.P.'s, the teacher should consult with the Special Education teacher regarding individual student's needs.

**Home Connections**

- Students can teach related lessons to younger relatives and/or their parents/guardians. Students can write reflections in their sketchbook/journals about the experience.
- Students can take younger relatives or their parents/guardians to museums or other places to view artworks and discuss what they see. Students can write about the experiences in their sketch/journals.

**Community Connections**

- Advanced students can provide art instruction to younger children in local community centers.

## GRADES 11-12: VISUAL ARTS

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| PA Standard Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | VISUAL ARTS INSTRUCTIONAL MODEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 12 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Identify the art elements and explain how the art elements and principles were used.</li> <li>■ Create multiple solutions to visual arts problems by varying the way the art elements and principles are used in a related series of drawings or paintings.</li> <li>■ Revise their artworks in response to critiques of their work relative to assigned problems to be solved.</li> <li>■ Use a variety of painting, drawing, craft, sculpture, and print media.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Lead discussions of artworks for the purpose of describing and analyzing, orally and in writing, the use of the elements and principles found in specific works of art and artifacts from diverse cultures and historical periods, as well as artworks done in class. Discuss the concept of “aesthetic standards” and develop a class list of terms to apply when discussing works of art</li> <li>• Demonstrate how the appearance and expressive features of an artwork can be changed by changing certain elements, such as using cool colors instead of warm colors, using strong value contrasts and minimal value contrasts and other manipulations of the elements. Lead students in creating a series of drawings or paintings in which they alter the appearance and mood of the work by manipulation of the elements and principles. Discuss how the use of color, value, and other elements affect the expressive features of artworks having the same subject matter but are from various historical periods</li> <li>• Demonstrate ways of creating artworks of increasing complexity using preliminary drawings to plan the final artwork. Have students keep visual and verbal notes in a sketchbook/journal</li> <li>• Provide students with opportunities to create artworks and design for environment, communication, and multi-media using a variety of painting, drawing, craft, sculpture, and print media</li> <li>• Guide students in writing reflections on:             <ol style="list-style-type: none"> <li>1. on the creative process as it applies originating and revising their own work</li> <li>2. on the differences among the various art media they are using</li> </ol> </li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| <p><b>Literacy Connections</b></p> <ul style="list-style-type: none"> <li>• Research in art history</li> <li>• Writing research/reaction papers</li> <li>• Writing reflections in journals</li> </ul> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Determine students' knowledge of the art elements and principles and review and reteach as needed.</li> <li>• When a computer with suitable program is available, manipulate a digital photograph of an historic artwork to demonstrate how changes in the use of art elements, e.g., color or value, alter the mood of the artwork.</li> <li>• Provide students with the opportunity to view reproductions, and originals when available, of artworks and artifacts from diverse cultures and historical periods for the purpose of studying how various artists used the elements and principles to develop artworks and artifacts.</li> <li>• Provide opportunities for students to solve visual problems using the elements and principles by creating artworks according to preset limitations on which elements and principles to use.</li> <li>• Motivate students by showing through real world examples that professional artists and designers use the same processes and work to solve the same artistic problems of design and visual communication that the students are working on in class.</li> </ul> | <p><b>PSSA</b></p> <p>Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words.</p> <p>Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>Differentiate fact from opinion in text.</p> <p>Identify a factual statement from text that supports an assertion, or identify an opinion.</p> <p>Read and understand essential content of informational texts and documents in all academic areas.</p> <p>Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words.</p> <p>Demonstrate after reading understanding and interpretation of both fiction and non-fiction text, including public documents.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• When looking at reproduction and original artworks, students are able to:             <ol style="list-style-type: none"> <li>1. Identify the art elements and principles.</li> <li>2. Explain how they were used.</li> </ol> </li> <li>• Students are fluent in creating multiple solutions to visual arts problems by varying the way the art elements and principles are used in a related series of drawings or paintings.</li> <li>• Students will be able to revise their artworks in response to critiques of their work relative to assigned problems to be solved.</li> <li>• Students are able to use a variety of painting, drawing, craft, sculpture, and print media.</li> <li>• Create rubrics that address the PA Standard Statements for grade level.</li> </ul> <p><b>Assessment Strategies</b></p> <ul style="list-style-type: none"> <li>• Students' portfolios- culminating solutions to problems which the teacher presented.             <ol style="list-style-type: none"> <li>1. Peer/class critiques</li> <li>2. Teacher/student interviews</li> <li>3. Self assessments, peer reviews</li> <li>4. Rubrics – teacher and/or student generated – for evaluating student work</li> </ol> </li> <li>• Sketchbook/journals and written statements – focused visual and written reflection linked with instruction, extensions of assignments.</li> </ul> | <p><b>English Language Learners</b></p> <p>Emphasize vocabulary building, speaking, and writing in English.</p> <p><b>For Students at the Advanced Level</b></p> <p><b>Academically Advanced</b></p> <ol style="list-style-type: none"> <li>1. Although all students must engage in studio work, emphasize on research and writing for the academically advanced.</li> <li>2. See "Community Connections", Item 2, below.</li> </ol> <p><b>Artistically Advanced</b></p> <ul style="list-style-type: none"> <li>• Although all students must engage in research and writing, emphasize studio work for the artistically advanced.</li> <li>• Save all preliminary sketches and notes in a process portfolio and write a statement discussing using preliminary sketches and notes to develop a visual idea and how the process was used in visualizing the final idea.</li> <li>• See "Community Connections", Item 1, below.</li> </ul> <p><b>Students with Disabilities</b></p> <p>For students with I.E.P.'s, the teacher should consult with the Special Education teacher regarding individual student's needs.</p> <p><b>Home Connections</b></p> <p>Students can discuss their work with parents/guardians and record the discussion in their sketchbook/journals.</p> <p><b>Community Connections</b></p> <p>Students may do either or both activities.</p> <ol style="list-style-type: none"> <li>1. Looking at advertising signs and signs identifying businesses in the neighborhood, locate and make copies of signs emphasizing line and signs emphasizing color in sketchbooks.</li> <li>2. Visit the prints and drawings exhibition gallery at the Philadelphia Museum of Art. Write a reaction paper about three prints and/or drawings. Give the artist's name, title of the work, date of the work, and discuss the artist's use of the art elements to create his image.</li> </ol> |

**GRADES 11-12: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                  | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>C. Integrate and apply advanced vocabulary to the arts forms.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 12 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Use advanced oral and written vocabulary articulately and fluently when discussing artworks.</li> <li>■ Use advanced visual vocabulary articulately and fluently when creating artworks.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• The teacher will provide students with a list of terms they will use in discussing the works after assuring the students understand the terminology</li> <li>• Hold class critiques, require students to use appropriate terminology of:             <ol style="list-style-type: none"> <li>1. Finished student artworks</li> <li>2. Historical artworks and artifacts</li> </ol> </li> <li>• Critiques may be audio or video taped</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <ul style="list-style-type: none"> <li>• Teacher-handouts, vocabulary list of words appropriate for use in discussing artworks, aesthetics, and criticism</li> </ul> <p><i>Art History</i>, M. Stokstad<br/> <i>Discovering Art History</i>, G. Brommer<br/> <i>Art and Ideas, Fleming</i>.<br/> <i>Understanding Art</i>, Fischer<br/> <i>Art and Civilization</i>, Myer<br/> <i>Exploring Art</i>, Gene Mittler and Rosalind Ragard</p> <p><b>Literacy Connections</b></p> <ul style="list-style-type: none"> <li>• Students will read and discuss art and exhibition reviews and art criticism published in local newspapers and in art journals.</li> <li>• Students write critiques using appropriate vocabulary.</li> </ul> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Use the chalkboard and duplicated handouts to provide students with vocabulary.</li> <li>• Remind students that the language they use is dependent upon the context, that language appropriate for one context might not be appropriate for another.</li> <li>• Provide meaningful and real opportunities for students to use appropriate and continually advancing vocabulary in the context of the visual arts.</li> </ul> | <p><b>PSSA</b></p> <p>Understand fiction text appropriate to grade level.</p> <p>Identify meaning of a multiple meaning word in text.</p> <p><b>Reference</b></p> <p>Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words.</p> <p>Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Students demonstrate their understanding of what the terms mean and can use them meaningfully in discussing artworks orally and in writing.</li> <li>• Sketchbook/journals and written statements – focused visual and written reflection linked to instruction.</li> <li>• Rubrics – can be generated by teacher and/or students.</li> <li>• Student writing and classroom discussion.</li> <li>• Create rubrics that address the PA Standard Statements for grade level.</li> </ul> | <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Emphasize vocabulary building, speaking, and writing in English.</li> <li>• Students can write reviews of art exhibits in galleries and in the Philadelphia Museum of Art in their first language and translate their writing into English. Both the first language and English translations can be published in the students' art newsletter.</li> </ul> <p><b>For Students at the Advanced Level</b></p> <p><b>Academically Advanced</b></p> <p>Although all students must engage in studio work, emphasize research and writing for the academically advanced.</p> <p><b>Artistically Advanced</b></p> <p>Although all students must engage in research and writing, emphasize studio work for the artistically advanced.</p> <ul style="list-style-type: none"> <li>• Academically and artistically advanced students can publish an art newsletter of their written reviews of art exhibits in galleries and in regional art museums and current studio work being done in class.</li> </ul> <p><b>Students with Disabilities</b></p> <p>For students with I.E.P.'s, the teacher should consult with the Special Education teacher regarding individual student's needs.</p> <p><b>Home Connections</b></p> <p>Parents/guardians and siblings can accompany the students to local art galleries and regional museums to see and discuss the artworks.</p> <p><b>Community Connections</b></p> <p>The Greater Philadelphia Area has many museums displaying art and artifacts from many disciplines, historical periods, geographical regions, and cultures. Additionally, the daily newspaper and especially the Friday editions, contain extensive listings of area art galleries and colleges having exhibition spaces. The Philadelphia Visitors and Convention Bureau is another source of places to visit. Students' visual learning experiences need not be confined to the traditional visual arts.</p> |

**GRADES 11-12: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>D. Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).</b></p> <p><b>E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</b></p> <p><b>F. Analyze works of art influenced by experiences or historical and cultural events through production, performance or exhibition.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 12 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Identify specific styles in the visual arts and create artworks in specific styles.</li> <li>■ Create artworks in a variety of styles, e.g., Byzantine and Impressionist.</li> <li>■ Create a series of artworks on a theme.</li> <li>■ Demonstrate understanding and competency with a variety of materials, techniques, and processes resulting in the creation of works of art and commercial products.</li> <li>■ Choose appropriate media by evaluating the relationship between ideas and materials, techniques and processes used.</li> <li>■ Use art materials and tools in a safe and responsible manner.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Discuss the broad styles in Western and non Western art: classicism, romanticism, expressionism, realism, etc., identifying significant artists and artworks in each style and subject matter, symbols and ideas found in artworks from diverse cultures and historical periods.</li> <li>• Evaluate the relationship between ideas and materials, techniques and processes used in major historical periods and by various cultures, e.g., stone carving in ancient Greece and wood carving in western Africa.</li> <li>• Provide multiple opportunities for painting, drawing, printmaking, sculpture, and design for environment, communication, and multi-media to develop competency with a variety of materials, techniques, and processes.</li> <li>• Create advertising combining text and visual images using Western and non-Western art forms to represent a matter of concern or interest to the individual students.</li> <li>• Discuss subject matter, symbols and ideas in their own artworks and in that of artworks from a variety of historical periods and cultures.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| <p><i>Art History</i>, M. Stokstad<br/><i>Discovering Art History</i>, G. Brommer<br/><i>Art and Ideas</i>, Fleming<br/><i>Understanding Art</i>, Fischer<br/><i>Art and Civilization</i>, Myer<br/><i>Exploring Art</i>, Gene Mittler and Rosalind Ragard<br/><a href="http://www.artsednet.getty.edu">http://www.artsednet.getty.edu</a><br/>An online service for K-12 arts education</p> <p><b>Literacy Connections</b></p> <ol style="list-style-type: none"> <li>1. Discuss in writing the differences between two artworks from different historical periods or cultures, e.g., Byzantine mosaic and a photograph of a person.</li> <li>2. Read and prepare a written summary of two broad styles in art: classicism, romanticism, expressionism, realism, etc., identifying significant artists and artworks in each style along with subject matter, discussing the artists' treatment of the human figure in each of the two styles.</li> <li>3. Write copy for an advertisement to be done as graphic design.</li> </ol> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Provide a bibliography of readily available books from the school and public libraries and from the art room book collection</li> <li>• Teacher demonstrations</li> <li>• Show slides/reproductions/videos</li> <li>• Visual samples</li> <li>• Guest artist presentations</li> <li>• Problem solving, brainstorming</li> <li>• Cooperative learning, reciprocal teaching</li> </ul> | <p><b>PSSA</b></p> <p>Identify bias and propaganda techniques where present.</p> <p>Analyze the effectiveness of bias and propaganda techniques where present.</p> <p>Analyze and evaluate the author's thesis and logic of the author's argument.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Students are able to identify: <ol style="list-style-type: none"> <li>1. The broad styles in Western and non Western art: classicism, romanticism, expressionism, realism, etc.</li> <li>2. Significant artists and artworks in each style.</li> <li>3. Subject matter, symbols and ideas found in artworks from diverse cultures and historical periods.</li> </ol> </li> <li>• Students demonstrate recognition of the relationship between ideas and materials, techniques and processes used in major historical periods and by various cultures, e.g., stone carving in ancient Greece and wood carving in western Africa; tempera paint in the Middle Ages and oil paint in Abstract Expressionism.</li> <li>• Students are developing competency in using painting, drawing, printmaking, and sculpture media in creating artworks and design for environment, communication, and multi-media. Create advertising combining text and visual images using Western and non-Western art forms to represent a matter of concern or interest to the individual students.</li> <li>• Students use appropriate vocabulary to discuss subject matter, symbols and ideas in their own artworks and in that of artworks from a variety of historical periods and cultures.</li> <li>• Create rubrics that address the PA Standard Statements for grade level.</li> </ul> <p><b>Assessment strategies:</b></p> <ul style="list-style-type: none"> <li>• Student work: <ol style="list-style-type: none"> <li>1. Peer/class critiques</li> <li>2. Teacher/student interviews</li> <li>3. Self assessments,</li> <li>4. Peer reviews</li> <li>5. Rubrics – teacher and/or student generated</li> </ol> </li> <li>• Portfolios <ol style="list-style-type: none"> <li>A. Process portfolios containing the written notes and sketches leading to the project's culmination and the culminating artwork.</li> <li>B. Best work plus supportive materials e.g. sketches, writings, notes on problems encountered and their solution, diagrams/sketches of ideas, observations and insights gained through reflection</li> </ol> </li> <li>• Assessment criteria/rubric for portfolio: <ul style="list-style-type: none"> <li>• Level of quality</li> <li>• Breadth of scope of work</li> <li>• Use of materials and techniques</li> <li>• Use of formal aspects of the discipline</li> <li>• Degree of experimentation/risk taking</li> <li>• Evidence of higher order thinking</li> <li>• Level of expressiveness</li> <li>• Evidence of self and/or peer reflection</li> <li>• Evidence of modification of works based on critiques</li> <li>• Presentation</li> </ul> </li> <li>• Sketchbook/journals and formal written statements – focused visual and written reflection linked with instruction, extensions of assignments, notes on problems encountered and solved; visual ideas for class projects.</li> </ul> | <p><b>English Language Learners</b><br/>Emphasize vocabulary building, speaking, and writing.</p> <p><b>For Students at the Advanced Level</b><br/><b>Academically Advanced</b><br/>Although all students must engage in studio work, emphasize research and writing for the academically advanced.</p> <p><b>Artistically Advanced</b><br/>Although all students must engage in research and writing, emphasize studio work for the artistically advanced.</p> <p><b>Students with Disabilities</b><br/>For students with I.E.P.'s, the teacher should consult with the Special Education teacher regarding individual student's needs.</p> <p><b>Home Connections</b></p> <ul style="list-style-type: none"> <li>• Create a series of portraits of the students' families.</li> <li>• Create a series of drawings of three rooms in the students' homes.</li> </ul> <p><b>Community Connections</b></p> <ul style="list-style-type: none"> <li>• Create a series of artworks about the individual blocks on which the students live.</li> <li>• Create a mixed media representation of the view from the front doors of the students' homes.</li> </ul> |

## GRADES 11-12: VISUAL ARTS

## PENNSYLVANIA STATE STANDARD:

## 9.1 Production, Performance and Exhibition of Visual Arts

PA Standard  
Statements

## VISUAL ARTS INSTRUCTIONAL MODEL

## RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS

G. Analyze the effect of rehearsal and practice sessions.

H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

Evaluate the use and applications of materials.

Evaluate issues of cleanliness related to the arts.

Evaluate the use and applications of mechanical/electrical equipment.

Evaluate the use and apply safe methods for storing materials in the arts.

I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.

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

Analyze traditional technologies (e.g., acid printing, etching methods, costume materials).

Analyze contemporary technologies (e.g., virtual reality design, photographic tools, broadcast equipment, film cameras, web graphics).

K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

**Performance Content Descriptors**

By the end of grade 12 students will be able to:

- Develop a finished artwork from preliminary sketches; use critical discussion to develop an idea from inception to completion.
- Choose and use appropriate tools and media safely.
- Choose the best locations for viewing artworks relevant to a specific assignment.
- Differentiate between traditional and contemporary technologies used for producing their own artworks and recognize their use in artworks by other artists and analyze their use in artworks.
- Use current technology, e.g., computers and software when available, to create artworks and to recognize it in existing artworks;
- Evaluate the best technologies for various research purposes;
- Use traditional and contemporary technologies in performing research in art history and criticism.

**INSTRUCTIONAL MODEL**

- Discuss the use of sketchbooks and their value to artists for:
  1. Recording and developing ideas for artworks.
  2. Making studies of figures, objects, color notations, observations of light and shadow (value).
- Review procedures for appropriate and safe use of tools and materials.
- Discuss the differences between and purposes of art galleries and museums.
- Express an Idea using a variety of media to see how the appearance of a work affects the reaction of the viewer.
- Discuss how to choose the best resource for completing the written assignments within this curriculum.
- When introducing a medium, discuss its characteristics and use in creating historic and contemporary artworks.

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Visual Arts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>Internet: search terms, “using a sketchbook” and “how to use a sketchbook”</p> <p><i>Sketch Books: Explore and Store</i>, Robinson, Gillian</p> <p><i>Philadelphia Museum of Art collections (original artworks)</i></p> <p>Museum reproductions, e.g., posters and art history texts</p> <p><b>Literacy Connections</b></p> <ul style="list-style-type: none"> <li>• Reading newspaper listings of art exhibitions.</li> <li>• Researching and writing about traditional and contemporary technologies used in the visual arts.</li> </ul> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the safe and responsible use of media, tools and materials.</li> <li>• Set and discuss standards for students’ reflective writing in their sketchbook/journals and formal written statements – focused visual and written reflection linked with instruction, extensions of assignments, notes on problems encountered and solved.</li> </ul> | <p><b>PSSA</b></p> <p>Identify and evaluate text organization, including the use of headers.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Students are using preliminary sketches and critical discussion to develop an idea from inception to completion.</li> <li>• Students choose and use appropriate tools and media safely.</li> <li>• Students choose the best locations for viewing artworks relevant to a specific assignment.</li> <li>• Students demonstrate knowledge of the difference between traditional and contemporary technologies used for producing artworks by identifying their use in artworks, and analyzing their use in artworks.</li> <li>• Students’ skill in using current technology, e.g., computers and software when available to create artworks and to recognize it in existing artworks is increasing.</li> <li>• Students explain their selection of technologies for various research purposes.</li> <li>• Students perform research in art history and criticism using traditional and contemporary technologies.</li> <li>• Create rubrics that address the PA Standard Statements for grade level.</li> </ul> <p><b>Assessment strategies:</b></p> <ul style="list-style-type: none"> <li>• Portfolios of best work</li> <li>• Process portfolios containing the written notes and sketches leading to the project’s culmination and the culminating artwork.</li> <li>• Portfolio Assessment criteria/rubric level of quality             <ol style="list-style-type: none"> <li>1. Level of quality</li> <li>2. Breadth of scope of work</li> <li>3. Use of materials and techniques</li> <li>4. Use of formal aspects of the discipline</li> <li>5. Degree of experimentation/risk taking</li> <li>6. Evidence of higher order thinking</li> <li>7. Level of expressiveness</li> <li>8. Evidence of self and/or peer reflection</li> <li>9. Evidence of modification of works based on critiques</li> <li>10. Presentation</li> </ol> </li> <li>• Peer/class critiques</li> <li>• Teacher/student interviews</li> <li>• Self assessments,</li> <li>• Peer reviews</li> <li>• Rubrics - teacher and/or student generated</li> <li>• Sketchbook/journal reflective writing and formal written statements – focused visual and written reflection linked with instruction, extensions of assignments, notes on problems encountered and solved; visual ideas for class projects.</li> </ul> | <p><b>English Language Learners</b></p> <p>Emphasize vocabulary building, speaking, and writing.</p> <p><b>For Students at the Advanced Level Academically Advanced</b></p> <p>Although all students must engage in studio work, emphasize on research and writing for the academically advanced.</p> <p><b>Artistically Advanced</b></p> <p>Although all students must engage in research and writing, emphasize on studio work for the artistically advanced.</p> <p><b>Students with Disabilities</b></p> <p>For students with I.E.P.’s, the teacher should consult with the Special Education teacher regarding individual student’s needs.</p> <p><b>Home Connections</b></p> <p>Create a series of portraits of the students’ families. Do several preliminary sketches of each person and choose the best one as the basis of a painted portrait.</p> <p><b>Community Connections</b></p> <p>Create a series of drawings of three rooms in the students’ homes. Do several preliminary compositional drawings and choose the best for the final painting.</p> |

**GRADES 11-12: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>A. Explain the historical, cultural and social context of an individual work in the arts.</b></p> <p><b>B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).</b></p> <p><b>C. 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).</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 12 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Explain the historical, cultural and social context of an individual work in the arts.</li> <li>■ Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).</li> <li>■ Recognize varying styles, genre, and periods in art history (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others) as represented by artworks from those periods.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <p>The teacher will provide lessons in art history in order to:</p> <ul style="list-style-type: none"> <li>• Explain the historical, cultural and social context of an individual work in the arts</li> <li>• Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present)</li> <li>• Help students recognize varying styles, genre, and periods in art history (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others) as represented by artworks from those periods</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts****CONTENT RESOURCES****Internet sites**

**witcombe.sbc.edu/ARTHLinks.html**

These hyperlinked lists are divided by period. Chris Witcombe, Professor of Art History at Sweet Briar College, Virginia, maintains the lists.

**http://www.artsednet.getty.edu/-**

An online service for K-12 arts education

Major museums, including the Philadelphia Museum of Art, the Metropolitan Museum of Art and other nationally known art museums, maintain extensive websites on the Internet.

**Texts**

*Art History*, M. Stokstad

*Discovering Art History*, G. Brommer

*Art and Ideas*, Fleming

*Understanding Art*, Fischer

*Art and Civilization*, Myer

*Exploring Art*,

Gene Mittler and Rosalind Ragard

**Literacy Connections**

- Students will read art history texts on the Internet and in books.
- Students will discuss the historical, cultural and social context of an individual work in the arts in written papers using appropriate vocabulary.

**Intervention Resources**

- Explain the meaning of “historical, cultural and social context” in the discussion of artworks.
- Enable students to relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present) by creating artworks in the styles of major historical periods by providing limitations on tools, materials, subject matter, symbols, and ideas relevant to the specific periods.
- Compare and contrast historical artworks using reproductions, and originals when possible to help students recognize varying styles, genre, and periods, in art history (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).

**ASSESSMENT ALIGNMENT**

This acknowledges the high stakes testing for which students, teachers and administrators are responsible.

**PSSA**

Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words.

**Classroom-based Assessments**

- When given specific artworks or artifacts studied in class, students can explain the historical, cultural and social context of those works.
- Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
- Recognize varying styles, genre, and periods in art history (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others) as represented by artworks from those periods.
- Create rubrics that address the PA Standard Statements for grade level.

**EXTENDED LEARNING OPPORTUNITIES****English Language Learners**

Emphasize vocabulary building, speaking, and writing.

**For Students at the Advanced Level**

Students will be able to:

- Explain the historical, cultural and social context of artworks they have not seen previously but are related to historical, cultural, and social contexts studied in class.
- Relate artworks they have not previously seen chronologically to historical events (e.g., 10,000 B.C. to present).
- Categorize artworks they have not seen previously by style, genre, and period in art history (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).

**Students with Disabilities**

For students with I.E.P.'s, the teacher should consult with the Special Education teacher regarding individual student's needs.

**Home and Community Connections**

- Because Philadelphia was developed in stages, neighborhoods almost form concentric circles of architectural styles and influences around the first settlement in the Society Hill area. Students can study the many neighborhoods and find the historical antecedents for stylistic influences represented by the architecture of the many neighborhoods, e.g., North and West Philadelphia, Old City, the Northeast rowhouses, and the house in which the students live.
- There are many buildings in Philadelphia that show the influences of historical styles. Using some of the available books showing Philadelphia in photographs, locate still-existing buildings that have elements of Greek, Romanesque, Gothic, and other major architectures. Visit and photograph or draw those details of the buildings exhibiting these architectural elements. Create an exhibition of the drawings or photographs, giving the name and location of the individual buildings and a short statement about the specific architectural elements and their history. Comparison drawings of buildings from the historical period emulated in the Philadelphia building will add authenticity to the display.

## GRADES 11-12: VISUAL ARTS

PENNSYLVANIA STATE STANDARD:

## 9.2 Historical and Cultural Contexts

## PA Standard Statements

## VISUAL ARTS INSTRUCTIONAL MODEL

## RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS

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

E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts

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

G. Relate works in the arts to geographic regions:

Africa  
Asia  
Australia  
Central America  
Europe  
North America  
South America

H. Identify, describe and analyze the work of Pennsylvania artists in visual arts.

### Performance Content Descriptors

By the end of grade 12 students will be able to:

■ Describe the functions, meanings, and significance of works of art from various cultures, times, and places throughout history.

■ Discuss artworks using appropriate vocabulary.

■ Interpret the functions, meanings and significance of artworks of diverse cultures and historical periods based on knowledge of the various cultures.

■ Know the ways in which cultures adapt concepts, imagery and themes from other cultures as expressed in the visual arts.

■ Relate works in the arts to geographic regions.

■ Identify, describe and analyze the work of Pennsylvania artists in visual arts.

### INSTRUCTIONAL MODEL

The teacher will provide reproductions of selected artworks from major historical periods and cultures. Using these artworks as reference/starting points:

- Discuss functions, meanings, and significance of the works as results of the influences of the culture, time, and place of origin.
- Show how the functions, meanings and significance of the works can be interpreted from knowledge of the cultures and historical periods from which the works came.
- Show works similar conceptually and thematically, and having similar imagery, and discuss the ways in which cultures adapt concepts, imagery and themes from other cultures as expressed in the visual arts.
- Relate works in the arts to geographic regions.
- Discuss artworks using appropriate vocabulary.
- Provide students with the names and basic information about Pennsylvania visual artists.

### STUDENT LEARNING ACTIVITIES

- Students will study examples of Greek and Roman mythology and sculpture. They will draw themselves as classical mythological figures. They will describe why they choose to picture themselves as their character and explain how this character shares common personality traits with them.
- Students will research and write a paper comparing the various purposes and functions of masks in, for example, African, Native American, Indian, Japanese and Mexican cultures. They will create a modern mask depicting a person of the 21st century using the aesthetic of a selected mask-making culture. Students write about how their mask reflects the modern world and the aesthetic of the chosen culture.
- Students will research nineteenth and twentieth century advertising. They will consider use of sexual and racial stereotyping and advertising design including use of positive and negative space, typography, and use of illustration and language. Students will create a poster in which they will illustrate a current societal problem – such as access to health care, homelessness, neighborhood decay – and express their opinion through their design using visual imagery and text.
- Students will analyze clothing styles and accessories worn by men and women of different cultures and ages in their communities. They will make sketches of styles they like and develop them into fashion illustrations
- Select a Pennsylvania artist; write a critical essay describing and analyzing the artist's work.

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts****CONTENT RESOURCES****Internet sites**

**witcombe.sbc.edu/ARTHLinks.html**

These hyperlinked lists are divided by period. Chris Witcombe, Professor of Art History at Sweet Briar College, Virginia, maintains the lists.

**http://www.artsednet.getty.edu/-** An online service for K-12 arts education

Major museums, including the Philadelphia Museum of Art, the Metropolitan Museum of Art and other nationally known art museums, maintain extensive websites on the Internet.

**Texts**

*Art History*, M. Stokstad

*Discovering Art History*, G. Brommer

*Art and Ideas*, Fleming

*Understanding Art*, Fischer

*Art and Civilization*, Myer

*Exploring Art*,

Gene Mittler and Rosalind Ragard

**Literacy Connections**

- Students will read art history texts on the Internet and in books.
- Students will discuss the historical, cultural and social context of an individual work in the arts in written papers using appropriate vocabulary.

**Intervention Resources**

1. Provide a format for students to use in discussing artworks. Model the format and use appropriate vocabulary at all times, providing a vocabulary list and examples of how the terms are used.
2. Have students rewrite unsatisfactory papers, being sure they understand the deficiencies.
3. Show a short film and lead a demonstration discussion, putting the content of the film into historical and cultural perspective. At home, students will write a reaction paper on an episode of a current television series, placing the content of the episode into cultural and historical perspective.

**ASSESSMENT ALIGNMENT**

This acknowledges the high stakes testing for which students, teachers and administrators are responsible.

**PSSA**

Make inferences and draw conclusions based on information from text.

Cite evidence from text to support assertions.

After reading demonstrate understanding and interpretation of both fiction and nonfiction text, including public documents.

Identify bias and propaganda techniques where present.

Analyze the effectiveness of bias and propaganda techniques where present.

**Classroom-based Assessments**

• When given works of diverse cultures and historical periods shown in class, students will:

1. Describe their functions, meanings, and significance.
2. Interpret the functions, meanings and significance of artworks based on knowledge of the various cultures.
3. Demonstrate knowledge of the ways in which cultures adapt concepts, imagery and themes from other cultures as expressed in the visual arts by identifying possible influences on the concepts, imagery, and themes in artworks of later historical periods.
4. Relate works in the arts to geographic regions.

• Use appropriate vocabulary to discuss artworks.

• Create rubrics that address the PA Standard Statements for grade level.

**Assessment strategies:**

1. Portfolios of best work
2. Process portfolios containing the written notes and sketches leading to the project's culmination and the culminating artwork.
3. Portfolio Assessment criteria/rubric level of quality
  - Level of quality
  - Breadth of scope of work
  - Use of materials and techniques
  - Use of formal aspects of the discipline
  - Degree of experimentation/risk taking
  - Evidence of higher order thinking
  - Level of expressiveness
  - Evidence of self and/or peer reflection
  - Evidence of modification of works based on critiques
  - Presentation
4. Peer/class critiques
5. Teacher/student interviews
6. Self assessments,
7. Peer reviews
8. Rubrics - teacher and/or student generated
9. Sketchbook/journal reflective writing and formal written statements – focused visual and written reflection linked with instruction, extensions of assignments, notes on problems encountered and solved; visual ideas for class projects.

**EXTENDED LEARNING OPPORTUNITIES****English Language Learners**

Emphasize vocabulary building, speaking, and writing.

**For Students at the****Advanced Level****Academically Advanced**

Although all students must engage in studio work, emphasize research and writing for the academically advanced.

**Artistically Advanced**

Although all students must engage in research and writing, emphasize studio work for the artistically advanced.

**Students with Disabilities**

For students with I.E.P.'s, the teacher should consult with the Special Education teacher regarding individual student's needs.

**Home Connections**

Following the showing in class of a short film and a demonstration discussion of putting the content of the film into historical and cultural perspective, students will write a reaction paper on an episode of a current television series, placing the content of the episode into cultural and historical perspective.

**Community Connections**

Give students a reference sheet showing details of major architectural styles, including more contemporary styles such as Bauhaus. Have them study their school building for similar details and then write a description of the building, describing how the details may have been modified by the architect, for example are the columns truly Doric or Ionic?

## GRADES 11-12: VISUAL ARTS

PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts****PA Standard Statements****VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS**

I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, Native American art and design, contemporary American art).

J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., works by Michelangelo, ethnic sculpture).

K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., artworks having a common theme such as portraiture or subject matter of social, religious ideas).

L. 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).

**Performance Content Descriptors**

By the end of grade 12 students will be able to:

■ Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, Native American art and design, contemporary American art).

■ Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., works by Michelangelo, ethnic sculpture).

■ Identify, explain and analyze traditions as they relate to works in the arts (e.g., artworks having a common theme such as portraiture or subject matter of social, religious ideas).

■ 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).

**INSTRUCTIONAL MODEL**

The teacher will provide opportunities for students to:

- View artworks and discuss how the philosophical beliefs of a society are manifested in its artworks.

1. The Greek concept of the ideal and the forms and proportions of the human figure in Greek sculpture.

2. Emphasis on the spirit and the representation of the human form in Byzantine murals and Medieval manuscript illustration.

3. Early 20th century technology and the Italian Futurism.

- View artworks from a variety of cultural groups in a given historical period and identify parallel and divergent traditions within and among cultural groups over several historical periods as they relate to works of art, for example, Egyptian Old, Middle, and New Kingdoms, archaic and classical Greek sculpture.

- View artworks from two or more cultural groups that were made over several historical periods and identify parallel traditions among the cultural groups and changes in the traditions of a single cultural group over several historical periods as they are demonstrated in works of art.

## PENNSYLVANIA STATE STANDARD:

**9.2 Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>Internet sites</b><br/> <a href="http://witcombe.sbc.edu/ARTHLinks.html">witcombe.sbc.edu/ARTHLinks.html</a><br/>           These hyperlinked lists are divided by period. Chris Witcombe, Professor of Art History at Sweet Briar College, Virginia, maintains the lists.<br/> <a href="http://www.artsednet.getty.edu/">http://www.artsednet.getty.edu/</a>-<br/>           An online service for K-12 arts education.<br/>           Major museums, including the Philadelphia Museum of Art, the Metropolitan Museum of Art and other nationally known art museums, maintain extensive websites on the Internet.</p> <p><b>Texts</b><br/> <i>Art History</i>, M. Stokstad<br/> <i>Discovering Art History</i>, G. Brommer<br/> <i>Art and Ideas</i>, Fleming<br/> <i>Understanding Art</i>, Fischer<br/> <i>Art and Civilization</i>, Myer<br/> <i>Exploring Art</i>,<br/>           Gene Mittler and Rosalind Ragard</p> <p><b>Literacy Connections</b></p> <ul style="list-style-type: none"> <li>• Students will read art history texts on the Internet and in books.</li> <li>• Students will discuss the historical, cultural and social context of an individual work in the arts in written papers using appropriate vocabulary.</li> </ul> <p><b>Intervention Resources</b></p> <ol style="list-style-type: none"> <li>1. Provide students with URL's of sites having appropriate content.</li> <li>2. Make history, criticism, and aesthetics a regular part of the studio activities.</li> </ol> | <p><b>PSSA</b></p> <p>Make inferences and draw conclusions based on information from text.</p> <p>Cite evidence from text to support assertions.</p> <p>After reading demonstrate understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Identify, explain and analyze philosophical beliefs as they relate to works in the arts from specific major cultures.</li> <li>• When viewing artworks from different historical periods, identify, explain and analyze differences as they relate to the artworks.</li> <li>• Identify, explain and analyze traditions as they relate to works in the arts.</li> <li>• Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's <i>Appalachian Spring</i> and Millet's <i>The Gleaners</i>).</li> <li>• Create rubrics that address the PA Standard Statements for grade level.</li> </ul> <p><b>Assessment of student artwork may include the following criteria:</b></p> <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Teacher/student interviews</li> <li>• Critical discussion papers</li> </ul> | <p><b>English Language Learners</b><br/>           Emphasize vocabulary building, speaking, and writing.</p> <p><b>For Students at the Advanced Level Academically Advanced</b><br/>           Although all students must engage in studio work, emphasize research and writing for the academically advanced.</p> <p><b>Artistically Advanced</b><br/>           Although all students must engage in research and writing, emphasize studio work for the artistically advanced.</p> <p><b>Students with Disabilities</b><br/>           For students with I.E.P.'s, the teacher should consult with the Special Education teacher regarding individual student's needs.</p> <p><b>Home Connections</b><br/>           Think about contemporary teenage fashion.</p> <ol style="list-style-type: none"> <li>1. What are the parallels and divergences among fashion favored by various ethnic groups?</li> <li>2. What stylistic elements do the various groups share?</li> <li>3. What are the historical antecedents for contemporary fashion, e.g., hip hop clothing and the Zoot Suit?</li> <li>4. What are some reasons why newly arrived immigrant people give up their traditional clothing in favor of contemporary American styles?</li> </ol> <p><b>Community Connections</b><br/>           Looking at new and historic government buildings, discuss the message the architecture conveys about the position and function of government.</p> |

## GRADES 11-12: VISUAL ARTS

## PENNSYLVANIA STATE STANDARD:

## 9.3 Critical Response

## PA Standard Statements

## VISUAL ARTS INSTRUCTIONAL MODEL

## RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS

A. Explain and apply the critical examination processes of works in the arts and humanities.

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

B. Determine and apply criteria to a person's work and works of others in the arts (e.g., use visual scanning techniques to critique the student's own use of sculptural space in comparison to Julio Gonzales' use of space in *Woman Combing Her Hair*).

C. Apply systems of classification for interpreting works in the arts and forming a critical response.

D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.

E. Examine and evaluate various types of critical analysis of works in the arts and humanities.

Contextual criticism  
Formal criticism  
Intuitive criticism

F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.

G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.

**Performance****Content Descriptors**

By the end of grade 12 students will be able to:

■ Explain and apply the critical examination processes of works in the arts and humanities.

1. Compare and contrast  
2. Analyze  
3. Interpret  
4. Form and test hypotheses  
5. Evaluate/form judgments

■ Determine and apply criteria to a person's work and works of others in the arts (e.g., use visual scanning techniques to critique the student's own use of sculptural space in comparison to Julio Gonzales' use of space in *Woman Combing Her Hair*).

■ Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.

■ Examine and evaluate various types of critical analysis of works in the arts and humanities.

1. Contextual criticism  
2. Formal criticism  
3. Intuitive criticism

■ Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.

■ Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.

**INSTRUCTIONAL MODEL**

- Explain and model the following critical examination processes:
  1. Compare and contrast works within and among groups.
  2. Analyze works to discover influences on individual and groups of artists and on one historical period by another.
  3. Interpret unfamiliar artworks to determine possible meanings.
  4. Form and test hypotheses about unfamiliar works to determine their origins and possible meanings.
  5. Evaluate and form judgments, giving reasons, about historical artworks while viewing original or reproduction artworks by individual artists, by groups of artists within the same historical periods, and by artists working in divergent cultures and periods.
- Critique students' artworks, giving reasons, for evaluations and judgments.
- Compare and contrast student work with that of historical artists so students observe how the historical artists solved the same artistic problems they are learning about in class.
- As a group, have students determine and apply evaluative criteria based on project requirements for critiquing artworks created in class.
- While viewing a variety of original or reproduced artworks, give reasons based on evidence within the artworks for grouping them according to specific classifications, e.g., Classicism, Romanticism, Expressionism, Realism, etc.
- Explain and model analysis and interpretation of works in the arts and humanities from different major societies using culturally specific vocabulary of critical response.
- While viewing an original or reproduction artwork, discuss how the process of criticism differs when the artwork is viewed in the context/aesthetic of its own time and from the view of modern or postmodern aesthetic

**STUDENT LEARNING ACTIVITIES**

- Guide students in reading a review of an art exhibition in the local newspaper. View the exhibit, and write their own reviews of the exhibit, referencing the published review and providing reasons why they agree or disagree with the published review.

## PENNSYLVANIA STATE STANDARD:

**9.3 Critical Response**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                       | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><i>Philadelphia Inquirer</i>, Weekend Guide reviews of local art exhibitions.</p> <p><b>Literacy Connections</b><br/>Students will read articles about the arts in local newspapers.</p> <p><b>Intervention Resources</b><br/>Discuss how a teacher develops criteria for critiquing student art work and work with students to develop self assessment rubrics.</p> | <p><b>PSSA</b><br/>Make inferences, draw conclusions and make assertions based on text.<br/>Cite evidence from text to support assertions.<br/>1.1.11.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.<br/>Identify and/or interpret stated or implied main ideas and relevant supporting details from text.<br/>Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Students will use the critical examination processes of:             <ol style="list-style-type: none"> <li>1. Compare and contrast works within and among groups.</li> <li>2. Analyze works to discover influences on individual and groups of artists and on one historical period by another.</li> <li>3. Interpret unfamiliar artworks to determine possible meanings.</li> <li>4. Form and test hypotheses about unfamiliar works to determine their origins and possible meanings.</li> <li>5. Evaluate and form judgments, giving reasons, about historical artworks; while viewing original or reproduction artworks by individual artists, by groups of artists within the same historical periods, and by artists working in divergent cultures and periods.</li> </ol> </li> <li>• Critique students' artworks, giving reasons, for evaluations and judgments.</li> <li>• As a group, have students determine and apply evaluative criteria based on project requirements for critiquing artworks created in class.</li> <li>• While viewing a variety of original or reproduced artworks, students are able to give reasons based on evidence within the artworks for grouping them according to specific classifications, e.g., Classicism, Romanticism, Expressionism, Realism, etc.;</li> <li>• Students demonstrate the ability to analyze and interpret historic works in the arts and humanities from major Western and non Western societies using culturally specific vocabulary of critical response.</li> <li>• While viewing an original or reproduction artwork, students are able to discuss orally and in writing, artworks viewed in the context/aesthetic of their own times and from the view of modern or postmodern aesthetic.</li> <li>• Students are able to read a review of an art exhibition in the local newspaper, view the exhibit, and write their own reviews of the exhibit, referencing the published review and providing reasons why they agree or disagree with the published review.</li> <li>• Create rubrics that address the PA Standard Statements for grade level.</li> </ul> <p>Assessment strategies:</p> <ul style="list-style-type: none"> <li>• Teacher/student interviews</li> <li>• Rubrics – teacher and/or student generated</li> <li>• Sketchbook/journals and formal written statements – focused visual and written reflection linked with instruction, extensions of assignments, notes on problems encountered and solved; visual ideas for class projects.</li> </ul> | <p><b>English Language Learners</b><br/>Emphasize vocabulary building, speaking, and writing.</p> <p><b>For Students at the Advanced Level Academically Advanced</b><br/>Although all students must engage in studio work, emphasize research and writing for the academically advanced.</p> <p><b>Artistically Advanced</b><br/>Although all students must engage in research and writing, emphasize studio work for the artistically advanced.</p> <p><b>Students with Disabilities</b><br/>For students with I.E.P.'s, the teacher should consult with the Special Education teacher regarding individual student's needs.</p> <p><b>Home Connections</b><br/>Visit local art galleries</p> <p><b>Community Connections</b><br/>Visit local art galleries</p> |

**GRADES 11-12: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.4 Aesthetic Response****PA Standard Statements**

**A. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.**

**B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles' 1938 radio broadcast, War of the Worlds).**

**C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response (e.g., viewing traditional Irish dance at county fair versus the performance of River Dance in a concert hall).**

**D. Analyze and interpret a philosophical position identified in works in the arts and humanities.**

**Performance Content Descriptors**

By the end of grade 12 students will be able to:

■ Evaluate an individual's philosophical statements on a work in the arts and its relationship to one's own life based on knowledge and experience.

■ Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles' 1938 radio broadcast, War of the Worlds).

■ Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response (e.g., viewing traditional Irish dance at county fair versus the performance of River Dance in a concert hall).

■ Analyze and interpret a philosophical position identified in works in the arts and humanities.

■ Explain why aesthetic standards can be similar and different across cultures and historical periods.

**VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS****INSTRUCTIONAL MODEL**

- The teacher will discuss with and help students understand the concept of "philosophical statement."
- Students will read and discuss orally and in writing, statements by historical and contemporary artists regarding their own work. They will look for influences having origins in the artist's life and experience and the effect of those influences on the individual artist's work.
- Using currently available popular culture publications, the teacher will lead discussions with students on the effects of advertising, and the influence of publications such as entertainment, and fashion magazines, and the standards these publications set for what is acceptable and unacceptable behavior for teenagers and adults through advertising.
- The teacher will lead discussions of the effect of audience on the artist, e.g., the difference between personal expression and artworks created with the intention of display and sale. Students will compare and contrast, in writing, the aesthetic responses of audiences in different contexts and write about their observations, (e.g., family watching television, students in a school assembly, people attending an art exhibit in an art museum).

## PENNSYLVANIA STATE STANDARD:

**9.4 Aesthetic Response**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>Monographs on individual artists<br/>Artists' published journals and letters, e.g., <i>The Journals of Eugene Delacroix</i>, Van Gogh's letters to his brother, Theo.</p> <p><b>Literacy Connections</b><br/>Students will read artists' published journals, letters, and monographs on individual artists, e.g., artists' published journals and letters, e.g., <i>The Journals of Eugene Delacroix</i>, Van Gogh's letters to his brother, Theo.</p> <p><b>Intervention Resources</b><br/>The teacher will work with students in groups and individually to read and interpret the literature.</p> | <p><b>PSSA</b><br/>Make inferences and draw conclusions based on information from text. Identify and/or interpret stated or implied main ideas and relevant supporting details from text.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Critique students' writing on the philosophical statements on a work in the arts and its relationship to one's own life based on knowledge and experience.</li> <li>• Teacher will lead discussions with students on the effects of advertising and the influence of publications such as entertainment and fashion magazines, and the standards these publications set for what is acceptable and unacceptable behavior for teenagers and adults through their advertising.</li> <li>• Students' write comparing and contrasting the attributes of various audiences' environments as they influence individual aesthetic response.</li> <li>• Analyze and interpret a philosophical position identified in works in the arts and humanities.</li> <li>• Explain why aesthetic standards can be similar and different across cultures and historical periods.</li> <li>• Create rubrics that address the PA Standard Statements for grade level.</li> </ul> <p><b>Assessment strategies:</b></p> <ul style="list-style-type: none"> <li>• Student writing in response to assignments.</li> <li>• Sketchbook/journals and formal written statements – focused visual and written reflection linked with instruction, extensions of assignments, notes on problems encountered and solved; visual ideas for class projects.</li> </ul> | <p><b>English Language Learners</b><br/>Emphasize vocabulary building, speaking, and writing in English.</p> <p><b>For Students at the Advanced Level Academically Advanced</b><br/>Although all students must engage in studio work, emphasize research and writing for the academically advanced.</p> <p><b>Artistically Advanced</b><br/>Although all students must engage in research and writing, emphasize studio work for the artistically advanced.</p> <p><b>Students with Disabilities</b><br/>For students with I.E.P.'s, the teacher should consult with the Special Education teacher regarding individual student's needs.</p> <p><b>Home Connections</b><br/>Students can show reproductions of artworks to their families and ask for comments and opinions. Students will record replies of the individual respondent's philosophical outlook in their sketchbook/journals.</p> <p><b>Community Connections</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast an art exhibition in a park on a street with the artist present, to an exhibition in an art gallery or museum.</li> <li>2. How does an exhibition in an art gallery differ from an exhibition in an art museum?</li> <li>3. How does a musical performance by a street musician differ from a performance by a musician on a stage in an auditorium?</li> </ol> |

## GRADES 11-12: VISUAL ARTS

## PENNSYLVANIA STATE STANDARD:

## 9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

| PA Standard Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | VISUAL ARTS INSTRUCTIONAL MODEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>D. Know and use the elements and principles of art to create works in the arts.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 12 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Demonstrate recognition of the elements and principles of visual art when they describe visual artworks.</li> <li>■ Know the elements and principals and explain how they are used.</li> <li>■ Compare and contrast elements and principles in works of art from diverse cultures and historical periods.</li> <li>■ Create compositions using selected elements according to the operation of selected principles.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Provide reproductions (originals when possible) of historic artworks and student works. Demonstrate how to critique the works by describing and analyzing the art elements and principles in the works. Students will critique additional works orally and in writing.</li> <li>• Compare and contrast elements and principles in works of art from diverse cultures and historical periods.</li> <li>• Provide multiple opportunities for students to solve visual problems by placing emphasis on selected art elements and specific art principles using painting, drawing, printmaking, and sculpture to create artworks and design for environment, communication, and multi-media to develop fluency in using the elements and principles and competency with a variety of materials, techniques, and processes:             <ol style="list-style-type: none"> <li>1. Lines with a variety of qualities such as bold, delicate, slow and fast</li> <li>2. Colors that express mood and feeling through hue, value and intensity</li> <li>3. Textures that suggest tactile sensations such as smooth, rough, soft, etc.</li> <li>4. Two and three dimensional shapes with variations in color, value, texture and line</li> <li>5. Two and three dimensional shapes that are geometric, organic and linear perspective, scale, overlapping and modeling</li> </ol> </li> <li>• Provide art media as available and demonstrate how to use them in a variety of techniques and processes. Students will create artworks using specific techniques and processes, working to achieve mastery of the given media.             <ol style="list-style-type: none"> <li>1. Drawing: pencils, pen and ink, pastels, charcoal, crayon</li> <li>2. Painting: tempera, acrylic, watercolor; perspective, modeling, overlapping, contrast</li> <li>3. Sculpture: clay, paper, natural and found objects, plaster, cardboard</li> <li>4. Printmaking: monoprints, linoleum block, stamps</li> <li>5. Mixed Media/Collage: mixed papers, acrylic medium, watercolor, pen and ink</li> <li>6. Photography: Computer Graphics: Adobe Illustrator, Photoshop, Pagemaker</li> <li>7. Solve artistic problems in unique and expressive ways</li> <li>8. Always demonstrate the safe and responsible use of art materials and tools</li> </ol> </li> <li>• Provide reproductions (originals when possible) of historic artworks and student works. Demonstrate how to critique the works by describing and analyzing the art elements and principles in the works. Students will critique additional works orally and in writing.</li> <li>• Compare and contrast elements and principles in works of art from diverse cultures and historical periods.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

## 9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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                              | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          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| <p>There are many sources available, e.g., school and public libraries; many art activity ideas are available on the Internet. "How-to" books on technique are too numerous and readily available to list. Look for books explaining techniques that are at and just above your students' skill levels.</p> <p><i>Hooked On Drawing</i>, Brookt<br/><i>Acrylic Techniques</i>, J. Martin<br/><i>Printmaking Techniques</i>, J. Martin<br/><i>Sculpting</i>, J. Plowman</p> <p>There are many sources of varying quality available on the Internet. The following is a list of some places to begin looking:</p> <p><b><a href="http://artsedge.kennedy-center.org/">http://artsedge.kennedy-center.org/</a></b><br/>Lesson plans in visual arts and other curricular areas provided by the John F. Kennedy Center for the Performing Arts</p> <p><b><a href="http://www.artsednet.getty.edu/">http://www.artsednet.getty.edu/</a></b><br/>An online service for K-12 arts education</p> <p><b><a href="http://access.k12.wv.us/manual/lesson.htm">http://access.k12.wv.us/manual/lesson.htm</a></b><br/>Comprehensive list of lesson plan sites provided by the West Virginia Department of Education, Office of Technology</p> <p><b>Literacy Connections</b><br/>Students will write critiques of artworks that the teacher provides.</p> <p><b>Intervention Resources</b><br/>The teacher will review students' writing for correct usage, appropriate vocabulary.</p> | <p><b>PSSA</b><br/>Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words.<br/>Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words.</p> <p><b>Assessment strategies:</b></p> <ol style="list-style-type: none"> <li>1. Portfolios of best work</li> <li>2. Process portfolios containing the written notes and sketches leading to the project's culmination and the culminating artwork.</li> <li>3. Portfolio Assessment criteria/rubric level of quality <ul style="list-style-type: none"> <li>• Level of quality</li> <li>• Breadth of scope of work</li> <li>• Use of materials and techniques</li> <li>• Use of formal aspects of the discipline</li> <li>• Degree of experimentation/risk taking</li> <li>• Evidence of higher order thinking</li> <li>• Level of expressiveness</li> <li>• Evidence of self and/or peer reflection</li> <li>• Evidence of modification of works based on critiques</li> <li>• Presentation</li> </ul> </li> <li>4. Peer/class critiques</li> <li>5. Teacher/student interviews</li> <li>6. Self assessments,</li> <li>7. Peer reviews</li> <li>8. Rubrics -teacher and/or student generated</li> <li>9. Sketchbook/journal reflective writing and formal written statements – focused visual and written reflection linked with instruction, extensions of assignments, notes on problems encountered and solved; visual ideas for class projects.</li> <li>10. Create rubrics that address the PA Standard Statements for grade level.</li> </ol> | <p><b>English Language Learners</b><br/>Emphasize vocabulary building, speaking, and writing in English.</p> <p><b>For Students at the Advanced Level</b><br/><b>Academically Advanced</b><br/>Although all students must engage in studio work, emphasize on research and writing for the academically advanced:</p> <ul style="list-style-type: none"> <li>• Write an extended (term) paper using advanced vocabulary, on the uses of selected elements and principals in the works of two artists working in the same tradition, e.g. 20th century Europe, or the sculptures of two African peoples.</li> </ul> <p><b>Artistically Advanced</b><br/>Although all students must engage in research and writing, emphasize studio work for the artistically advanced:</p> <ul style="list-style-type: none"> <li>• Develop a series of small artworks using the same subject and composition. Discuss orally and in writing and using advanced vocabulary, how the variations alter the appearance of the works in each series.</li> <li>• Using a single art element in a variety of ways to achieve a variety of principles.</li> <li>• Altering the elements in each work, e.g. using all warm and all cool colors, using an analogues color scheme and a complimentary color scheme; create value using line and then using massing.</li> </ul> <p><b>Students with Disabilities</b><br/>For students with I.E.P.'s, the teacher should consult with the Special Education teacher regarding individual student's needs.</p> <p><b>Home Connections</b></p> <ul style="list-style-type: none"> <li>• Students can teach related lessons to younger relatives and/or their parents/guardians. Students can write reflections in their sketchbook/journals about the experience.</li> <li>• Students can take younger relatives or their parents/guardians to museums or other places to view artworks and discuss what they see. Students can write about the experiences in their sketch/journals.</li> </ul> <p><b>Community Connections</b><br/>Advanced students can provide art instruction to younger children in local community centers.</p> |

## GRADES 11-12: VISUAL ARTS

## PENNSYLVANIA STATE STANDARD:

## 9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

| PA Standard Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | VISUAL ARTS INSTRUCTIONAL MODEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>E. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 12 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Identify the art elements and explain how the art elements and principles were used.</li> <li>■ Create multiple solutions to visual arts problems by varying the way the art elements and principles are used in a related series of drawings or paintings.</li> <li>■ Students will be able to revise their artworks in response to critiques of their work relative to assigned problems to be solved. ∑</li> <li>■ Use a variety of painting, drawing, craft, sculpture, and print media</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Lead discussions of artworks for the purpose of describing and analyzing orally and in writing the use of the elements, and principles found in specific works of art and artifacts from diverse cultures and historical periods as well as artworks done in class. Discuss the concept of “aesthetic standards” and develop a class list of terms to apply when discussing works of art.</li> <li>• Demonstrate how the appearance and expressive features of an artwork can be changed by changing certain elements such as using cool colors instead of warm colors, using strong value contrasts and minimal value contrasts and other manipulations of the elements. Lead students in creating a series of drawings or paintings in which they alter the appearance and mood of the work by manipulation of the elements and principles. Discuss how the use of color, value, and other elements affect the expressive features of artworks having the same subject matter but are from various historical periods.</li> <li>• Demonstrate ways of creating artworks of increasing complexity using preliminary drawings to plan the final artwork. Have students keep visual and verbal notes in a sketchbook/journal.</li> <li>• Provide students with opportunities to create artworks and design for environment, communication, and multi-media using a variety of painting, drawing, craft, sculpture, and print media.</li> <li>• Guide students in writing reflections on:             <ol style="list-style-type: none"> <li>1. on the creative process as it applies originating and revising their own work.</li> <li>2. on the differences among the various art media they are using.</li> </ol> </li> </ul> |

## PENNSYLVANIA STATE STANDARD:

## 9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| <p><b>Literacy Connections</b></p> <ul style="list-style-type: none"> <li>• Research in art history</li> <li>• Writing research/reaction papers</li> <li>• Writing reflections in journals</li> </ul> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Determine students' knowledge of the art elements and principles and review and reteach as needed.</li> <li>• When a computer with suitable program is available, manipulate a digital photograph of an historic artwork to demonstrate how changes in the use of art elements, e.g., color or value, alter the mood of the artwork.</li> <li>• Provide students with the opportunity to view reproductions and originals, when available, of artworks and artifacts from diverse cultures and historical periods for the purpose of studying how various artists used the elements and principles to develop artworks and artifacts.</li> <li>• Provide opportunities for students to solve visual problems using the elements and principles by creating artworks according to preset limitations on which elements and principles to use.</li> <li>• Motivate students by showing through real world examples that professional artists and designers use the same processes and work to solve the same artistic problems of design and visual communication that the students are working on in class.</li> </ul> | <p><b>PSSA</b></p> <p>Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words.</p> <p>Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>Differentiate fact from opinion in text.</p> <p>Identify a factual statement from text that supports an assertion, or identify an opinion.</p> <p>Read and understand essential content of informational texts and documents in all academic areas.</p> <p>Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words.</p> <p>After reading demonstrate understanding and interpretation of both fiction and non-fiction text, including public documents.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• When looking at reproduction and original artworks, students are able to:             <ol style="list-style-type: none"> <li>1. Identify the art elements and principles.</li> <li>2. Explain how they were used.</li> </ol> </li> <li>• Students are fluent in creating multiple solutions to visual arts problems by varying the way the art elements and principles are used in a related series of drawings or paintings.</li> <li>• Students will be able to revise their artworks in response to critiques of their work relative to assigned problems to be solved.</li> <li>• Students are able to use a variety of painting, drawing, craft, sculpture, and print media.</li> <li>• Create rubrics that address the PA Standard Statements for grade level.</li> </ul> <p><b>Assessment Strategies</b></p> <ul style="list-style-type: none"> <li>• Students' portfolios – culminating solutions to problems which the teacher presented.</li> <li>• Peer/class critiques</li> <li>• Teacher/student interviews</li> <li>• Self assessments, peer reviews</li> <li>• Rubrics - teacher and/or student generated – for evaluating student work</li> <li>• Sketchbook/journals and written statements – focused visual and written reflection linked with instruction, extensions of assignments.</li> </ul> | <p><b>English Language Learners</b></p> <p>Emphasize vocabulary building, speaking, and writing in English.</p> <p><b>For Students at the Advanced Level</b></p> <p><b>Academically Advanced</b></p> <p>Although all students must engage in studio work, emphasize research and writing for the academically advanced.</p> <p><b>Artistically Advanced</b></p> <ul style="list-style-type: none"> <li>• Although all students must engage in research and writing, emphasize studio work for the artistically advanced.</li> </ul> <ol style="list-style-type: none"> <li>1. Save all preliminary sketches and notes in a process portfolio and write a statement discussing the use of preliminary sketches and notes to develop a visual idea and how the process was used in visualizing the final idea.</li> </ol> <ul style="list-style-type: none"> <li>• Teachers can provide a program offering more independent study which can be based on students' written project proposals, developed under the teacher's guidance. By sharing with students the Pennsylvania Standards for Arts and Humanities, and the other elements of "Planning Instruction," (see "Year at a Glance, Grades 11 and 12 and Pennsylvania Standards for Arts and Humanities), Senior art students will be able to create, in concert with the teacher, a study plan that will enable them to explore themselves and the world of the visual arts.</li> </ul> <p><b>Students with Disabilities</b></p> <p>For students with I.E.P.'s, the teacher should consult with the Special Education teacher regarding individual student's needs.</p> <p><b>Home Connections</b></p> <p>Students can discuss their work with parents/guardians and record the discussion in their sketchbook/journals.</p> |

**GRADES 11-12: VISUAL ARTS**

## PENNSYLVANIA STATE STANDARD:

**9.1 Production, Performance and Exhibition of Dance,  
Music, Theatre and Visual Arts**

| <b>PA Standard Statements</b>                                                                                                                                                                                                                                                                                                                                                                                           | <b>VISUAL ARTS INSTRUCTIONAL MODEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>F. Integrate and apply advanced vocabulary to the arts forms.</p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 12 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Use advanced oral and written vocabulary articulately and fluently when discussing artworks.</li> <li>■ Use advanced visual vocabulary articulately and fluently when creating artworks.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <p>The teacher will provide students with a list of terms they will use in discussing the works after assuring the students understand the terminology.</p> <ul style="list-style-type: none"> <li>• Hold class critiques, require students to use appropriate terminology, of:             <ol style="list-style-type: none"> <li>1. Finished student artworks.</li> <li>2. Historical artworks and artifacts.</li> </ol> </li> <li>• Critiques may be audio- or video taped.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

## 9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p>Teacher-handouts, vocabulary list of words appropriate for use in discussing artworks, aesthetics, and criticism</p> <p><i>Art History</i>, M. Stokstad</p> <p><i>Discovering Art History</i>, G. Brommer</p> <p><i>Art and Ideas</i>, Fleming</p> <p><i>Understanding Art</i>, Fischer</p> <p><i>Art and Civilization</i>, Myer</p> <p><i>Exploring Art</i>, Gene Mittler and Rosalind Ragard</p> <p><b>Literacy Connections</b></p> <ul style="list-style-type: none"> <li>Students will read and discuss art and exhibition reviews and art criticism published in local newspapers and in art journals.</li> <li>Students write critiques using appropriate vocabulary.</li> </ul> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>Use the chalkboard and duplicated handouts to provide students with vocabulary.</li> <li>Remind students that the language they use is dependent upon the context, that language appropriate for one context might not be appropriate for another.</li> <li>Provide meaningful and real opportunities for students to use appropriate and continually advancing, vocabulary in the context of the visual arts.</li> </ul> | <p><b>PSSA</b></p> <p>Understand fiction text appropriate to grade level.</p> <p>Identify meaning of a multiple meaning word in text.</p> <p>Reference</p> <p>Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words.</p> <p>Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>Students demonstrate their understanding of what the terms mean and can use them meaningfully in discussing artworks orally and in writing.</li> <li>Sketchbook/journals and written statements – focused visual and written reflection linked to instruction.</li> <li>Rubrics – can be generated by teacher and/or students.</li> <li>Student writing and classroom discussion.</li> <li>Create rubrics that address the PA Standard Statements for grade level.</li> </ul> | <p><b>English Language Learners</b></p> <p>Emphasize vocabulary building, speaking, and writing in English.</p> <p><b>For Students at the Advanced Level</b></p> <p><b>Academically Advanced</b></p> <p>Although all students must engage in studio work, emphasize on research and writing for the academically advanced.</p> <p><b>Artistically Advanced</b></p> <p>Although all students must engage in research and writing, emphasize studio work for the artistically advanced.</p> <ul style="list-style-type: none"> <li>Academically and artistically advanced students can publish an art newsletter of their written reviews of art exhibits in galleries and in regional art museums and current studio work being done in class.</li> </ul> <p><b>Students with Disabilities</b></p> <p>For students with I.E.P.'s, the teacher should consult with the Special Education teacher regarding individual student's needs.</p> <p><b>Home Connections</b></p> <p>Parents/guardians and siblings can accompany the students to local art galleries and regional museums to see and discuss the artworks.</p> <p><b>Community Connections</b></p> <p>The Greater Philadelphia area has many museums displaying art and artifacts from many disciplines, historical periods, geographical regions, and cultures. Additionally, the daily newspaper and especially the Friday editions, contain extensive listings of area art galleries and colleges having exhibition spaces. The Philadelphia Visitors and Convention Bureau is another source of places to visit. Students' visual learning experiences need not be confined to the traditional visual arts.</p> |

## GRADES 11-12: VISUAL ARTS

## PENNSYLVANIA STATE STANDARD:

## 9.4 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

| PA Standard Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | VISUAL ARTS INSTRUCTIONAL MODEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>G. Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).</b></p> <p><b>H. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</b></p> <p><b>I. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.</b><br/>Visual Arts: paint, draw, craft, sculpt, print .</p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 12 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Identify specific styles in the visual arts and create artworks in specific styles.</li> <li>■ Create artworks in a variety of styles, e.g., Byzantine and Impressionist.</li> <li>■ Create a series of artworks on a theme.</li> <li>■ Demonstrate understanding and competency with a variety of materials, techniques, and processes resulting in the creation of works of art and commercial products.</li> <li>■ Choose appropriate media by evaluating the relationship between ideas and materials, techniques and processes used.</li> <li>■ Use art materials and tools in a safe and responsible manner.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>• Discuss the broad styles in Western and non-Western art – classicism, romanticism, expressionism, realism, etc. – identifying significant artists and artworks in each style, and subject matter, symbols and ideas found in artworks from diverse cultures and historical periods.</li> <li>• Evaluate the relationship between ideas and materials, techniques and processes used in major historical periods and by various cultures, e.g., stone carving in ancient Greece and wood carving in western Africa.</li> <li>• Provide multiple opportunities for painting, drawing, printmaking, and sculpture, and design for environment, communication, and multi-media to develop competency with a variety of materials, techniques, and processes.</li> <li>• Create advertising combining text and visual images using Western and non-Western art forms to represent a matter of concern or interest to the individual students.</li> <li>• Discuss subject matter, symbols and ideas in their own artworks and in that of artworks from a variety of historical periods and cultures.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

## 9.4 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><i>Art History</i>, M. Stokstad<br/> <i>Discovering Art History</i>, G. Brommer<br/> <i>Art and Ideas</i>, Fleming<br/> <i>Understanding Art</i>, Fischer<br/> <i>Art and Civilization</i>, Myer<br/> <i>Exploring Art</i>, Gene Mittler and Rosalind Ragard<br/> <a href="http://www.artsednet.getty.edu/">http://www.artsednet.getty.edu/</a><br/> An online service for K-12 arts education</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Provide a bibliography of readily available books from the school and public libraries and from the art room book collection.</li> <li>• Teacher demonstrations</li> <li>• Show slides/reproductions/videos</li> <li>• Visual samples</li> <li>• Guest artist presentations</li> <li>• Problem solving, brainstorming</li> <li>• Cooperative learning, reciprocal teaching</li> </ul> | <p><b>PSSA</b></p> <p>Identify bias and propaganda techniques where present.</p> <p>Analyze the effectiveness of bias and propaganda techniques where present.</p> <p>Analyze and evaluate the author's thesis and logic of the author's argument.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Students are able to identify <ol style="list-style-type: none"> <li>1. The broad styles in Western and non Western art: classicism, romanticism, expressionism, realism, etc.</li> <li>2. Significant artists and artworks in each style.</li> <li>3. Subject matter, symbols and ideas found in artworks from diverse cultures and historical periods.</li> </ol> </li> <li>• Students demonstrate recognition of the relationship between ideas and materials, techniques and processes used in major historical periods and by various cultures, e.g., stone carving in ancient Greece and wood carving in western Africa; tempera paint in the Middle Ages and oil paint in Abstract Expressionism.</li> <li>• Students are developing competency in using painting, drawing, printmaking, and sculpture media in creating artworks and design for environment, communication, and multi-media; Create advertising combining text and visual images using Western and non-Western art forms to represent a matter of concern or interest to the individual students.</li> <li>• Students use appropriate vocabulary to discuss subject matter, symbols and ideas in their own artworks and in that of artworks from a variety of historical periods and cultures.</li> <li>• Create rubrics that address the PA Standard Statements for grade level.</li> </ul> <p><b>Assessment strategies:</b></p> <ol style="list-style-type: none"> <li>1. Portfolios of best work</li> <li>2. Process portfolios containing the written notes and sketches leading to the project's culmination and the culminating artwork.</li> <li>3. Portfolio Assessment criteria/rubric level of quality <ul style="list-style-type: none"> <li>• Level of quality</li> <li>• Breadth of scope of work</li> <li>• Use of materials and techniques</li> <li>• Use of formal aspects of the discipline</li> <li>• Degree of experimentation/risk taking</li> <li>• Evidence of higher order thinking</li> <li>• Level of expressiveness</li> <li>• Evidence of self and/or peer reflection</li> <li>• Evidence of modification of works based on critiques</li> </ul> </li> <li>4. Presentation</li> <li>4. Peer/class critiques</li> <li>5. Teacher/student interviews</li> <li>6. Self assessments,</li> <li>7. Peer reviews</li> <li>8. Rubrics - teacher and/or student generated</li> <li>9. Sketchbook/journal reflective writing and formal written statements – focused visual and written reflection linked with instruction, extensions of assignments, notes on problems encountered and solved; visual ideas for class projects.</li> </ol> | <p><b>English Language Learners</b></p> <p>Emphasize vocabulary building, speaking, and writing.</p> <p><b>For Students at the Advanced Level</b></p> <p><b>Academically Advanced</b></p> <p>Although all students must engage in studio work, emphasize research and writing for the academically advanced.</p> <p><b>Artistically Advanced</b></p> <p>Although all students must engage in research and writing, emphasize studio work for the artistically advanced.</p> <p><b>Students with Disabilities</b></p> <p>For students with I.E.P.'s, the teacher should consult with the Special Education teacher regarding individual student's needs.</p> <p><b>Home Connections</b></p> <p>Create a series of portraits of the students' families.</p> <p>Create a series of drawings of three rooms in the students' homes.</p> <p><b>Community Connections</b></p> <p>Create a series of artworks about the individual blocks on which the students live.</p> <p>Create a mixed media representation of the view from the front doors of the students' homes.</p> |

## GRADES 11-12: VISUAL ARTS

PENNSYLVANIA STATE STANDARD:

## 9.2 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

### PA Standard Statements

H. Analyze the effect of rehearsal and practice sessions.

I. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

- Evaluate the use and applications of materials.

- Evaluate issues of cleanliness related to the arts

- Evaluate the use and applications of mechanical/electrical equipment.

- Evaluate the use and apply safe methods for storing materials in the arts.

L. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.

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

- Analyze traditional technologies (e.g., acid printing, etching methods, costume materials).

- Analyze contemporary technologies (e.g., virtual reality design, photographic tools, broadcast equipment, film cameras, web graphics).

N. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

### Performance

#### Content Descriptors

By the end of grade 12 students will be able to:

- Develop a finished artwork from preliminary sketches; use critical discussion to develop an idea from inception to completion.

- Choose and use appropriate tools and media safely.

- Choose the best locations for viewing artworks relevant to a specific assignment.

- Differentiate between traditional and contemporary technologies used for producing their own artworks and recognize their use in artworks by other artists and analyze their use in artworks.

- Use current technology, e.g., computers and software when available, to create artworks and to recognize it in existing artworks.

- Evaluate the best technologies for various research purposes.

- Use traditional and contemporary technologies in performing research in art history and criticism.

### VISUAL ARTS INSTRUCTIONAL MODEL

#### RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS

#### INSTRUCTIONAL MODEL

- Discuss the use of sketchbooks and their value to artists for:

1. Recording and developing ideas for artworks.

2. Making studies of figures, objects, color notations, observations of light and shadow (value).

- Review procedures for appropriate and safe use of tools and materials.

- Discuss the differences between and purposes of art galleries and museums.

- Discuss how to choose the best resource for completing the written assignments within this curriculum.

- When introducing a medium, the teacher will discuss its characteristics and use in creating historic and contemporary artworks.

## PENNSYLVANIA STATE STANDARD:

## 9.2 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p>Internet: search terms, “using a sketchbook” and “how to use a sketchbook”<br/>Robinson, Gillian. SKETCH-BOOKS: EXPLORE AND STORE Philadelphia Museum of Art collections (original artworks)<br/>Museum reproductions, e.g., posters and art history texts</p> <p><b>Literacy Connections</b></p> <ul style="list-style-type: none"> <li>• Reading newspaper listings of art exhibitions.</li> <li>• Researching and writing about traditional and contemporary technologies used in the visual arts.</li> </ul> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the safe and responsible use of media, tools and materials.</li> <li>• Set and discuss standards for students’ reflective writing in their sketchbook/journals and formal written statements – focused visual and written reflection linked with instruction, extensions of assignments, notes on problems encountered and solved.</li> </ul> | <p><b>PSSA</b><br/>Identify and evaluate text organization, including the use of headers.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Students are able to identify             <ol style="list-style-type: none"> <li>1. The broad styles in Western and non-Western art: classicism, romanticism, expressionism, realism, etc.</li> <li>2. Significant artists and artworks in each style.</li> <li>3. Subject matter, symbols and ideas found in artworks from diverse cultures and historical periods.</li> </ol> </li> <li>• Students demonstrate recognition of the relationship between ideas and materials, techniques and processes used in major historical periods and by various cultures, e.g., stone carving in ancient Greece and wood carving in western Africa; tempera paint in the Middle Ages and oil paint in Abstract Expressionism.</li> <li>• Students are developing competency in using painting, drawing, printmaking, and sculpture media in creating artworks and design for environment, communication, and multi-media; Create advertising combining text and visual images using Western and non-Western art forms to represent a matter of concern or interest to the individual students.</li> <li>• Students use appropriate vocabulary to discuss subject matter, symbols and ideas in their own artworks and in that of artworks from a variety of historical periods and cultures.</li> <li>• Create rubrics that address the PA Standard Statements for grade level.</li> </ul> <p><b>Assessment strategies</b></p> <ul style="list-style-type: none"> <li>• Student work:             <ol style="list-style-type: none"> <li>1. Peer/class critiques</li> <li>2. Teacher/student interviews</li> <li>3. Self assessments,</li> <li>4. Peer reviews</li> <li>5. Rubrics teacher and/or student generated</li> </ol> </li> <li>• Portfolios             <ol style="list-style-type: none"> <li>A. Process portfolio containing the written notes and sketches leading to the project’s culmination and the culminating artwork.</li> <li>B. Best work plus supportive materials e.g. sketches, writings, notes on problems encountered and their solution, diagrams/sketches of ideas, observations and insights gained through reflection</li> </ol> </li> <li>• Assessment criteria/rubric for portfolio:             <ul style="list-style-type: none"> <li>• Level of quality</li> <li>• Breadth of scope of work</li> <li>• Use of materials and techniques</li> <li>• Use of formal aspects of the discipline</li> <li>• Degree of experimentation/risk taking</li> <li>• Evidence of higher order thinking</li> <li>• Level of expressiveness</li> <li>• Evidence of self and/or peer reflection</li> <li>• Evidence of modification of works based on critiques</li> <li>• Presentation</li> </ul> </li> <li>• Sketchbook/journals and formal written statements focused visual and written reflection linked with instruction, extensions of assignments, notes on problems encountered and solved; visual ideas for class projects.</li> </ul> | <p><b>English Language Learners</b><br/>Emphasize vocabulary building, speaking, and writing.</p> <p><b>For Students at the Advanced Level</b><br/><b>Academically Advanced</b><br/>Although all students must engage in studio work, emphasize research and writing for the academically advanced.</p> <p><b>Artistically Advanced</b><br/>Although all students must engage in research and writing, emphasize studio work for the artistically advanced.</p> <p><b>Students with Disabilities</b><br/>For students with I.E.P.’s, the teacher should consult with the Special Education teacher regarding individual student’s needs.</p> |

**GRADES 11-12: VISUAL ARTS**

PENNSYLVANIA STATE STANDARD:

**9.2. Historical and Cultural Contexts****PA Standard Statements**

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

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

**N.** 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).

**Performance Content Descriptors**

By the end of grade 12 students will be able to:

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

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

■ Recognize varying styles, genre, and periods in art history (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others) as represented by artworks from those periods.

**VISUAL ARTS INSTRUCTIONAL MODEL****RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS****INSTRUCTIONAL MODEL**

The teacher will provide lessons in art history in order to:

- Explain the historical, cultural and social context of an individual work in the arts.
- Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
- Help students recognize varying styles, genre, and periods in art history (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others) as represented by artworks from those periods.

## PENNSYLVANIA STATE STANDARD:

**9.2. Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>Internet sites</b><br/> <b>witcombe.sbc.edu/ARTHLinks.html</b><br/>           These hyperlinked lists are divided by period. Chris Witcombe, Professor of Art History at Sweet Briar College, Virginia, maintains the lists.<br/> <b>http://www.artsednet.getty.edu/</b><br/>           An online service for K-12 arts education<br/>           Major museums, including the Philadelphia Museum of Art, the Metropolitan Museum of Art, and other internationally known art museums, maintain extensive websites on the Internet.</p> <p><b>Texts</b><br/> <i>Art History</i>, M. Stokstad<br/> <i>Discovering Art History</i>, G. Brommer<br/> <i>Art and Ideas</i>, Fleming<br/> <i>Understanding Art</i>, Fischer<br/> <i>Art and Civilization</i>, Myer<br/> <i>Exploring Art</i>, Gene Mittler and Rosalind Ragard</p> <p><b>Literacy Connections</b></p> <ul style="list-style-type: none"> <li>• Students will read art history texts on the Internet and in books.</li> <li>• Students will discuss the historical, cultural and social context of an individual work in the arts in written papers using appropriate vocabulary.</li> </ul> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Explain the meaning of “historical, cultural and social context” in the discussion of artworks.</li> <li>• Enable students to relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present) by creating artworks in the styles of major historical periods by providing limitations on tools, materials, subject matter, symbols, and ideas relevant to the specific periods.</li> <li>• Compare and contrast historical artworks in reproduction and by originals when possible to help students recognize varying styles, genre, and periods in art history (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).</li> </ul> | <p><b>PSSA</b><br/>           Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• When given specific artworks or artifacts studied in class, students can explain the historical, cultural and social context of those works.</li> <li>• Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).</li> <li>• Recognize varying styles, genre, and periods in art history (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others) as represented by artworks from those periods.</li> <li>• Create rubrics that address the PA Standard Statements for grade level.</li> </ul> | <p><b>English Language Learners</b><br/>           Emphasize vocabulary building, speaking, and writing.</p> <p><b>For Students at the Advanced Level</b><br/> <b>Academically Advanced</b><br/>           Although all students must engage in studio work, emphasize research and writing for the academically advanced.</p> <p><b>Artistically Advanced</b><br/>           Although all students must engage in research and writing, emphasize studio work for the artistically advanced.</p> <p><b>Students with Disabilities</b><br/>           For students with I.E.P.'s, the teacher should consult with the Special Education teacher regarding individual student's needs.</p> <p><b>Home Connections</b><br/>           Because Philadelphia was developed in stages, neighborhoods almost form concentric circles of architectural styles and influences around the first settlement in the Society Hill area. Students can study the many neighborhoods and find the historical antecedents for stylistic influences represented by the architecture of the many neighborhoods, e.g., North and West Philadelphia, Old City, the Northeast rowhouses, and the house in which the students live.</p> <p><b>Community Connections</b><br/>           There are many buildings in Philadelphia that show the influences of historical styles. Using some of the available books showing Philadelphia in photographs, locate still-existing buildings that have elements of Greek, Romanesque, Gothic, and other major architectures. Visit and photograph or draw those details of the buildings exhibiting these architectural elements. Create an exhibition of the drawings or photographs, giving the name and location of the individual buildings and a short statement about the specific architectural elements and their history. Comparison drawings of buildings from the historical period emulated in the Philadelphia building will add authenticity to the display.</p> |

## GRADES 11-12: VISUAL ARTS

## PENNSYLVANIA STATE STANDARD:

**9.2. Historical and Cultural Contexts**

| PA Standard Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | VISUAL ARTS INSTRUCTIONAL MODEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>O. Analyze a work of art from its historical and cultural perspective.</b></p> <p><b>P. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.</b></p> <p><b>Q. Know and apply appropriate vocabulary used between social studies and the arts and humanities.</b></p> <p><b>R. Relate works in the arts to geographic regions:</b></p> <ul style="list-style-type: none"> <li>• Africa</li> <li>• Asia</li> <li>• Australia</li> <li>• Central America</li> <li>• Europe</li> <li>• North America</li> <li>• South America</li> </ul> <p><b>S. Identify, describe and analyze the work of Pennsylvania Artists in visual arts.</b></p> <p><b>Performance Content Descriptors</b></p> <p>By the end of grade 12 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Describe the functions, meanings, and significance of works of art from various cultures, times, and places throughout history.</li> <li>■ Discuss artworks using appropriate vocabulary.</li> <li>■ Interpret the functions, meanings and significance of artworks of diverse cultures and historical periods based on knowledge of the various cultures.</li> <li>■ Know the ways in which cultures adapt concepts, imagery and themes from other cultures as expressed in the visual arts.</li> <li>■ Relate works in the arts to geographic regions.</li> <li>■ Identify, describe and analyze the work of Pennsylvania artists in visual arts.</li> </ul> | <p><b>INSTRUCTIONAL MODEL</b></p> <p>The teacher will provide reproductions of selected artworks from major historical periods and cultures, using these artworks as reference/starting points.</p> <ul style="list-style-type: none"> <li>• Discuss functions, meanings, and significance of the works as results of the influences of the culture, time, and place of origin.</li> <li>• Show how the functions, meanings and significance of the works can be interpreted from knowledge of the cultures and historical periods from which the works came.</li> <li>• Show works that are similar conceptually, thematically, and that have similar imagery. Discuss the ways in which cultures adapt concepts, imagery and themes from other cultures as expressed in the visual arts.</li> <li>• Relate works in the arts to geographic regions.</li> <li>• Discuss artworks using appropriate vocabulary.</li> <li>• Provide students with the names and basic information about Pennsylvania visual artists.</li> </ul> <p><b>STUDENT LEARNING ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• Students will study examples of Greek and Roman mythology and sculpture. They will draw themselves as classical mythological figures. They will describe why they choose to picture themselves as their character and explain how this character shares common personality traits with them.</li> <li>• Students will research and write a paper comparing the various purposes and functions of masks in, for example, African, Native American, Indian, Japanese and Mexican cultures. They will create a modern mask depicting a person of the 21st century using the aesthetic of a selected mask-making culture. Students write about how their mask reflects the modern world and the aesthetic of the chosen culture.</li> <li>• Students will research nineteenth and twentieth century advertising. They will consider use of sexual and racial stereotyping and advertising design, including use of positive and negative space, typography and use of illustration and language. Students will create a poster in which they will illustrate a current societal problem – such as access to health care, homelessness, neighborhood decay – and express their opinion through their design using visual imagery and text.</li> <li>• Students will analyze clothing styles and accessories worn by men and women of different cultures and ages in their communities. They will make sketches of styles they like and develop them into fashion illustrations.</li> <li>• Select a Pennsylvania artist; write a critical essay describing and analyzing the artist's work.</li> </ul> |

## PENNSYLVANIA STATE STANDARD:

**9.2. Historical and Cultural Contexts****CONTENT RESOURCES****Internet sites**

**witcombe.sbc.edu/ARTHLinks.html**

These hyperlinked lists are divided by period. Chris Witcombe, Professor of Art History at Sweet Briar College, Virginia, maintains the lists.

**http://www.artsednet.getty.edu/**

An online service for K-12 arts education

Major museums, including the Philadelphia Museum of Art, the Metropolitan Museum of Art and other nationally known art museums, maintain extensive websites on the Internet.

**Texts**

*Art History*, M. Stokstad

*Discovering Art History*, G. Brommer

*Art and Ideas*, Fleming.

*Understanding Art*, Fischer

*Art and Civilization*, Myer

*Exploring Art*, Gene Mittler and

Rosalind Ragard

**Literacy Connections**

- Students will read art history texts on the Internet and in books.
- Students will discuss the historical, cultural and social context of an individual work in the arts in written papers using appropriate vocabulary.

**Intervention Resources**

1. Provide a format for students to use when discussing artworks. Model the format and use appropriate vocabulary at all times, providing a vocabulary list and examples of how the terms are used.
2. Have students rewrite unsatisfactory papers, being sure they understand the deficiencies.
3. Show a short film and lead a demonstration discussion, putting the content of the film into historical and cultural perspective. At home, students will write a reaction paper on an episode of a current television series, placing the content of the episode into cultural and historical perspective.

**ASSESSMENT ALIGNMENT**

This acknowledges the high stakes testing for which students, teachers and administrators are responsible.

**PSSA**

Make inferences and draw conclusions based on information from text.

Cite evidence from text to support assertions.

After reading demonstrate an understanding and interpretation of both fiction and nonfiction text, including public documents.

Identify bias and propaganda techniques where present.

Analyze the effectiveness of bias and propaganda techniques where present.

**Classroom-based Assessments**

- When given works of diverse cultures and historical periods shown in class, students will:

- Describe their functions, meanings, and significance.

- Interpret the functions, meanings and significance of artworks based on knowledge of the various cultures.

- Demonstrate knowledge of the ways in which cultures adapt concepts, imagery and themes from other cultures as expressed in the visual arts by identifying possible influences on the concepts, imagery, and themes in artworks of later historical periods.

- Relate works in the arts to geographic regions.

- Use appropriate vocabulary to discuss artworks.

- Create rubrics that address the PA Standard Statements for grade level.

**Assessment strategies:**

- Portfolios of best work
- Process portfolios containing the written notes and sketches leading to the project's culmination and the culminating artwork.
- Portfolio Assessment criteria/rubric level of quality

1. Level of quality
2. Breadth of scope of work
3. Use of materials and techniques
4. Use of formal aspects of the discipline
5. Degree of experimentation/risk taking
6. Evidence of higher order thinking
7. Level of expressiveness
8. Evidence of self and/or peer reflection
9. Evidence of modification of works based on critiques
10. Presentation

- Peer/class critiques
- Teacher/student interviews
- Self assessments,
- Peer reviews
- Rubrics -teacher and/or student generated

- Sketchbook/journal reflective writing and formal written statements – focused visual and written reflection linked with instruction, extensions of assignments, notes on problems encountered and solved; visual ideas for class projects.

**EXTENDED LEARNING OPPORTUNITIES****English Language Learners**

Emphasize vocabulary building, speaking, and writing.

**For Students at the Advanced Level****Academically Advanced**

Although all students must engage in studio work, emphasize research and writing for the academically advanced.

**Artistically Advanced**

Although all students must engage in research and writing, emphasize studio work for the artistically advanced.

**Students with Disabilities**

For students with I.E.P.'s, the teacher should consult with the Special Education teacher regarding individual student's needs.

**Home Connections**

Following the showing in class of a short film and a demonstration discussion of putting the content of the film into historical and cultural perspective, students will write a reaction paper on an episode of a current television series, placing the content of the episode into cultural and historical perspective.

**Community Connections**

Give students a reference sheet showing details of major architectural styles, including more contemporary styles such as Bauhaus. Have them study their school building for similar details and then write a description of the building, describing how the details may have been modified by the architect. For example are the columns truly Doric or Ionic?

## GRADES 11-12: VISUAL ARTS

## PENNSYLVANIA STATE STANDARD:

## 9.5. Historical and Cultural Contexts

PA Standard  
Statements

## VISUAL ARTS INSTRUCTIONAL MODEL

## RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS

**T.** Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, Native American art and design, contemporary American art).

**U.** Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., works by Michelangelo, ethnic sculpture).

**V.** Identify, explain and analyze traditions as they relate to works in the arts (e.g., artworks having a common theme such as portraiture or subject matter of social, religious ideas).

**W.** 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*).

### Performance Content Descriptors

By the end of grade 12 students will be able to:

■ Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, Native American art and design, contemporary American art).

■ Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., works by Michelangelo, ethnic sculpture).

■ Identify, explain and analyze traditions as they relate to works in the arts (e.g., artworks having a common theme such as portraiture or subject matter of social, religious ideas).

■ 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*).

### INSTRUCTIONAL MODEL

The teacher will provide opportunities for students to:

- View artworks and discuss how the philosophical beliefs of a society are manifested in its artworks
  1. The Greek concept of the ideal and the forms and proportions of the human figure in Greek sculpture
  2. Emphasis on the spirit and the representation of the human form in Byzantine murals and Medieval manuscript illustration
  3. Early 20th century technology and the Italian Futurism
- View artworks from a variety of cultural groups in a given historical period and identify parallel and divergent traditions within and among cultural groups over several historical periods as they relate to works of art, for example, Egyptian Old, Middle, and New Kingdoms, archaic and classical Greek sculpture.
- View artworks from two or more cultural groups that were made over several historical periods and identify parallel traditions among the cultural groups and changes in the traditions of a single cultural group over several historical periods as they are demonstrated in works of art.

## PENNSYLVANIA STATE STANDARD:

**9.5. Historical and Cultural Contexts**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><b>Internet sites</b><br/> <a href="http://witcombe.sbc.edu/ARTHLinks.html">witcombe.sbc.edu/ARTHLinks.html</a><br/>           These hyperlinked lists are divided by period. Chris Witcombe, Professor of Art History at Sweet Briar College, Virginia, maintains the lists.<br/> <a href="http://www.artsednet.getty.edu/">http://www.artsednet.getty.edu/</a><br/>           An online service for K-12 arts education<br/>           Major museums, including the Philadelphia Museum of Art, the Metropolitan Museum of Art and other nationally known art museums, maintain extensive websites on the Internet.</p> <p><b>Texts</b><br/> <i>Art History</i>, M. Stokstad<br/> <i>Discovering Art History</i>, G. Brommer<br/> <i>Art and Ideas</i>, Fleming.<br/> <i>Understanding Art</i>, Fischer<br/> <i>Art and Civilization</i>, Myer<br/> <i>Exploring Art</i>, Gene Mittler and Rosalind Ragard</p> <p><b>Literacy Connections</b></p> <ul style="list-style-type: none"> <li>• Students will read art history texts on the Internet and in books.</li> <li>• Students will discuss the historical, cultural and social context of an individual work in the arts in written papers using appropriate vocabulary.</li> </ul> | <p><b>PSSA</b><br/>           The Philadelphia Museum of Art Teaching Poster</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Identify, explain and analyze philosophical beliefs as they relate to works in the arts from specific major cultures.</li> <li>• When viewing artworks from different historical periods, identify, explain and analyze differences as they relate to the artworks.</li> <li>• Identify, explain and analyze traditions as they relate to works in the arts.</li> <li>• 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).</li> <li>• Create rubrics that address the PA Standard Statements for grade level.</li> </ul> <p><b>Assessment strategies:</b></p> <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Teacher/student interviews</li> <li>• Critical discussion papers</li> </ul> | <p><b>English Language Learners</b><br/>           Emphasize vocabulary building, speaking, and writing.</p> <p><b>For Students at the Advanced Level</b><br/> <b>Academically Advanced</b><br/>           Although all students must engage in studio work, emphasize research and writing for the academically advanced.</p> <p><b>Artistically Advanced</b><br/>           Although all students must engage in research and writing, emphasize studio work for the artistically advanced.</p> <p><b>Students with Disabilities</b><br/>           For students with I.E.P.'s, the teacher should consult with the Special Education teacher regarding individual student's needs.</p> <p><b>Home Connections</b><br/>           Think about contemporary teenage fashion.</p> <ol style="list-style-type: none"> <li>1. What are the parallels and divergences among fashion favored by various ethnic groups?</li> <li>2. What stylistic elements do the various groups share?</li> <li>3. What are the historical antecedents for contemporary fashion, e.g., hip hop clothing and the Zoot Suit?</li> <li>4. What are some reasons why newly arrived immigrant people give up their traditional clothing in favor of contemporary American styles?</li> </ol> <p><b>Community Connections</b><br/>           Looking at new and historic government buildings, discuss the message the architecture conveys about the position and function of government.</p> |

## GRADES 11-12: VISUAL ARTS

## PENNSYLVANIA STATE STANDARD:

## 9.6. Critical Response

## PA Standard Statements

## VISUAL ARTS INSTRUCTIONAL MODEL

## RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS

E. Explain and apply the critical examination processes of works in the arts and humanities.

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

F. Determine and apply criteria to a person's work and works of others in the arts (e.g., use visual scanning techniques to critique the student's own use of sculptural space in comparison to Julio Gonzales' use of space in *Woman Combing Her Hair*).

G. Apply systems of classification for interpreting works in the arts and forming a critical response.

H. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.

F. Examine and evaluate various types of critical analysis of works in the arts and humanities.

- Contextual criticism
- Formal criticism
- Intuitive criticism

F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.

G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.

#### Performance Content Descriptors

By the end of grade 12 students will be able to:

■ Explain and apply the critical examination processes of works in the arts and humanities.

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

■ Determine and apply criteria to a person's work and works of others in the arts (e.g., use visual scanning techniques to critique the student's own use of sculptural space in comparison to Julio Gonzales' use of space in *Woman Combing Her Hair*).

■ Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.

■ Examine and evaluate various types of critical analysis of works in the arts and humanities.

- Contextual criticism
- Formal criticism
- Intuitive criticism

■ Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.

■ Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.

## INSTRUCTIONAL MODEL

- Explain and model the following critical examination processes:

1. Compare and contrast works within and among groups.
2. Analyze works to discover influences on individual and groups of artists and on one historical period by another.
3. Interpret unfamiliar artworks to determine possible meanings.
4. Form and test hypotheses about unfamiliar works to determine their origins and possible meanings.
5. Evaluate and form judgments, giving reasons, about historical artworks; while viewing original or reproduction artworks by individual artists, by groups of artists within the same historical periods, and by artists working in divergent cultures and periods.

- Critique students' artworks, giving reasons, for evaluations and judgments.

- Compare and contrast student work with that of historical artists so students observe how the historical artists solved the same artistic problems they are learning about in class.

- As a group, have students determine and apply evaluative criteria based on project requirements for critiquing artworks created in class.

- While viewing a variety of original or reproduced artworks, give reasons based on evidence within the artworks for grouping them according to specific classifications, e.g., Classicism, Romanticism, Expressionism, Realism, etc.

- Explain and model analysis and interpretation of works in the arts and humanities from different major societies using culturally specific vocabulary of critical response.

- While viewing an original or reproduction artwork, discuss how the process of criticism differs when the artwork is viewed in the context/aesthetic of its own time and from the view of modern or postmodern aesthetic.

## STUDENT LEARNING ACTIVITIES

- Guide students in reading a review of an art exhibition in the local newspaper, viewing the exhibit, and writing their own reviews of the exhibit, referencing the published review and providing reasons why they agree or disagree with the published review.

## PENNSYLVANIA STATE STANDARD:

**9.6. Critical Response**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| <p><b>Internet sites</b><br/> <a href="http://witcombe.sbc.edu/ARTHLinks.html">witcombe.sbc.edu/ARTHLinks.html</a><br/>           These hyperlinked lists are divided by period. Chris Witcombe, Professor of Art History at Sweet Briar College, Virginia, maintains the lists.<br/> <a href="http://www.artsednet.getty.edu/">http://www.artsednet.getty.edu/</a><br/>           An online service for K-12 arts education<br/>           Major museums, including the Philadelphia Museum of Art, the Metropolitan Museum of Art and other nationally known art museums, maintain extensive websites on the Internet.</p> <p><b>Texts</b><br/> <i>Art History</i>, M. Stokstad<br/> <i>Discovering Art History</i>, G. Brommer<br/> <i>Art and Ideas</i>, Fleming.<br/> <i>Understanding Art</i>, Fischer<br/> <i>Art and Civilization</i>, Myer<br/> <i>Exploring Art</i>, Gene Mittler and Rosalind Ragard</p> <p><b>Literacy Connections</b></p> <ul style="list-style-type: none"> <li>• Students will read art history texts on the Internet and in books</li> <li>• Students will discuss the historical, cultural and social context of an individual work in the arts in written papers using appropriate vocabulary</li> </ul> | <p><b>PSSA</b><br/>           Make inferences, draw conclusions and make assertions based on text.<br/>           Cite evidence from text to support assertions. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.<br/>           Identify and/or interpret stated or implied main ideas and relevant supporting details from text.<br/>           Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.</p> <p><b>Classroom-based Assessments</b><br/>           Students will use the critical examination processes of:</p> <ul style="list-style-type: none"> <li>• Compare and contrast works within and among groups.</li> <li>• Analyze works to discover influences on individual and groups of artists and on one historical period by another.</li> <li>• Interpret unfamiliar artworks to determine possible meanings.</li> <li>• Form and test hypotheses about unfamiliar works to determine their origins and possible meanings.</li> <li>• Evaluate and form judgments, giving reasons, about historical artworks, while viewing original or reproduction artworks by individual artists, by groups of artists within the same historical periods, and by artists working in divergent cultures and periods.</li> <li>• Critique students' artworks, giving reasons, for evaluations and judgments.</li> <li>• As a group, have students determine and apply evaluative criteria based on project requirements for critiquing artworks created in class.</li> <li>• While viewing a variety of original or reproduced artworks, students are able to give reasons, based on evidence within the artworks, for grouping them according to specific classifications, e.g., Classicism, Romanticism, Expressionism, Realism, etc.</li> <li>• Students demonstrate the ability to analyze and interpret historic works in the arts and humanities from major Western and non Western societies using culturally specific vocabulary of critical response.</li> <li>• While viewing an original or reproduction artwork, students are able to discuss orally and in writing, artworks viewed in the context/aesthetic of their own times and from the view of modern or post-modern aesthetic.</li> <li>• Students are able to read a review of an art exhibition in the local newspaper, view the exhibit, and write their own reviews of the exhibit, referencing the published review and providing reasons why they agree or disagree with the published review.</li> <li>• Create rubrics that address the PA Standard Statements for grade level.</li> </ul> <p><b>Assessment strategies:</b></p> <ul style="list-style-type: none"> <li>• Teacher/student interviews</li> <li>• Rubrics – teacher and/or student generated</li> <li>• Sketchbook/journals and formal written statements – focused visual and written reflection linked with instruction, extensions of assignments, notes on problems encountered and solved; visual ideas for class projects</li> </ul> | <p><b>English Language Learners</b><br/>           Emphasize vocabulary building, speaking, and writing.</p> <p><b>For Students at the Advanced Level</b><br/> <b>Academically Advanced</b><br/>           Although all students must engage in studio work, emphasize research and writing for the academically advanced.</p> <p><b>Artistically Advanced</b><br/>           Although all students must engage in research and writing, emphasize studio work for the artistically advanced.</p> <p><b>Students with Disabilities</b><br/>           For students with I.E.P.'s, the teacher should consult with the Special Education teacher regarding individual student's needs.</p> <p><b>Home Connections</b><br/>           Family visits to local art exhibitions</p> <p><b>Community Connections</b><br/>           Local art galleries</p> |

## GRADES 11-12: VISUAL ARTS

## PENNSYLVANIA STATE STANDARD:

## 9.4. Aesthetic Response

PA Standard  
Statements

## VISUAL ARTS INSTRUCTIONAL MODEL

## RECOMMENDED BEST PRACTICES/MULTICULTURAL CONNECTIONS

C. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.

D. Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles' 1938 radio broadcast, *War of the Worlds*).

C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response (e.g., viewing traditional Irish dance at county fair versus the performance of River Dance in a concert hall).

D. Analyze and interpret a philosophical position identified in works in the arts and humanities.

### Performance Content Descriptors

By the end of grade 11 students will be able to:

■ Evaluate an individual's philosophical statements on a work in the arts and its relationship to one's own life based on knowledge and experience.

■ Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles' 1938 radio broadcast, *War of the Worlds*).

■ Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response (e.g., viewing traditional Irish dance at county fair versus the performance of River Dance in a concert hall).

■ Analyze and interpret a philosophical position identified in works in the arts and humanities.

■ Explain why aesthetic standards can be similar and different across cultures and historical periods.

### INSTRUCTIONAL MODEL

- The teacher will discuss with and help students understand the concept of "philosophical statement."
- Students will read and discuss, orally and in writing, statements by historical and contemporary artists regarding their own work. They will look for influences having origins in the artist's life and experience, and the effect of those influences on the individual artist's work.
- Using currently available popular culture publications, the teacher will lead discussions with students on the effects of advertising and the influence of publications such as entertainment and fashion magazines, and the standards these publications set for what is acceptable and unacceptable behavior for teenagers and adults through their advertising.
- The teacher will lead discussions of the effect of audience on the artist, e.g., the difference between personal expression and artworks created with the intention of display and sale. Students will compare and contrast, in writing, the aesthetic responses of audiences in different contexts and write about their observations (e.g., family watching television, students in a school assembly, people attending an art exhibit in an art museum).

## PENNSYLVANIA STATE STANDARD:

**9.4. Aesthetic Response**

| CONTENT RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ASSESSMENT ALIGNMENT<br>This acknowledges the high stakes testing for which students, teachers and administrators are responsible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | EXTENDED LEARNING OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>Monographs on individual artists<br/>Artists' published journals and letters, e.g., The Journals of Eugene Delacroix, Van Gogh's letters to his brother, Theo.</p> <p><b>Literacy Connections</b><br/>Students will read artists' published journals, letters, and monographs on individual artists, e.g., artists' published journals and letters, The Journals of Eugene Delacroix, Van Gogh's letters to his brother, Theo.</p> <p><b>Intervention Resources</b><br/>The teacher will work with students in groups and individually to read and interpret the literature.</p> | <p><b>PSSA</b><br/>Make inferences and draw conclusions based on information from text.<br/><br/>Identify and/or interpret stated or implied main ideas and relevant supporting details from text.</p> <p><b>Classroom-based Assessments</b></p> <ul style="list-style-type: none"> <li>• Critique students' writing on the philosophical statements on a work in the arts and its relationship to one's own life based on knowledge and experience.</li> <li>• Teacher will lead discussions with students on the effects of advertising and the influence of publications such as entertainment and fashion magazines, and the standards these publications set for what is acceptable and unacceptable behavior for teenagers and adults through their advertising.</li> <li>• Students' writing comparing and contrasting the attributes of various audiences' environments as they influence individual aesthetic response.</li> <li>• Analyze and interpret a philosophical position identified in works in the arts and humanities.</li> <li>• Explain why aesthetic standards can be similar and different across cultures and historical periods.</li> <li>• Create rubrics that address the PA Standard Statements for grade level.</li> </ul> <p><b>Assessment strategies:</b></p> <ul style="list-style-type: none"> <li>• Student writing in response to assignments.</li> <li>• Sketchbook/journals and formal written statements – focused visual and written reflection linked with instruction, extensions of assignments, notes on problems encountered and solved; visual ideas for class projects.</li> </ul> | <p><b>English Language Learners</b><br/>Emphasize vocabulary building, speaking, and writing.</p> <p><b>For Students at the Advanced Level</b><br/><b>Academically Advanced</b><br/>Although all students must engage in studio work, emphasize on research and writing for the academically advanced.</p> <p><b>Artistically Advanced</b><br/>Although all students must engage in research and writing, emphasize studio work for the artistically advanced.</p> <p><b>Students with Disabilities</b><br/>For students with I.E.P.'s, the teacher should consult with the Special Education teacher regarding individual student's needs.</p> <p><b>Home Connections</b><br/>Students can show reproductions of artworks to their families and ask for comments and opinions. Students will record these reflections of the individual respondent's philosophical outlook in their sketchbook/journals.</p> <p><b>Community Connections</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast an art exhibition in a park on a street with the artist present to an exhibition in an art gallery or museum.</li> <li>2. How does an exhibition in an art gallery differ from an exhibition in an art museum?</li> <li>3. How does a musical performance by a street musician differ from a performance by a musician on a stage in an auditorium?</li> </ol> |



## **Glossary**

## GLOSSARY

## VISUAL ARTS

**Abstract art** Art that emphasizes design or whose basic character has little visual reference to real or natural things.

**Analogous colors** Hues that are next to each other on the color wheel and have a single color in common.

**Applique** A process of stitching and/or gluing cloth to a background; similar to a collage.

**Architecture** The art of designing and planning the construction of buildings, cities and bridges.

**Armature** A wire understructure used to support other materials, like a sculpture or statue.

**Art media** A term used to distinguish one form of visual arts from another, such as painting, printmaking, sculpture or architecture; media can also refer to physical substances used in making art, for example markers, pencils, chalk or computers.

**Artifacts** Objects not usually regarded as art, but which are created or adapted by people.

**Background** The part of an artwork that appears to be the farthest from the viewer, often in the distance of a scene.

**Blending** A shading technique that changes the value of a color little by little.

**Bisque** Pottery that has been fired but not glazed.

**Casting** A sculpting process in which a liquid, such as molten bronze or liquid plaster is poured into a heat proof mold to create a three dimensional form or impression.

**Cityscape** Artwork that shows a city.

**Collage** Artwork made by pasting pieces of paper or other materials to a flat surface.

**Collograph** A print made by pressing paper onto an inked or painted surface that stands up from a flat background.

**Color theory** The science of color and its interactions, for example, primary and secondary colors, hues, values, tints and tones.

**Cool colors** Related colors that range from green through blue and violet. Cool colors bring to mind cool objects, places and feelings.

**Composition** The arrangement of elements such as line, value, and forms within an artwork; principles of design are considered in order to achieve a successful composition.

**Computer icons** Symbols used in computer software programs.

**Conte crayon** Special greaseless crayons similar to chalk but dust free.

**Contour drawings** Drawings made by fixing the eyes on the outline of the model and painting a continuous line without lifting the pencil or looking at the paper.

**Contrast** To show a large difference between two elements of art.

**Design** The creative and organized arrangement of lines, shapes, spaces, colors, forms, textures and other elements in an art work. Also, the act of planning and arranging the parts of an artwork.

**Detail** A small part of a larger artwork enlarged for closer viewing. Also, a minute or particularly interesting part of an artwork.

**Edition** One of a series of prints of the same image that are numbered and limited in quantity.

**Elements** Visual arts components such as line, texture, color, form, value, and space.

**Emphasis** Importance given to certain objects or areas in an artwork. Color, texture, shape, space, placement and size can be used to create dominance, contrast or a focal point. Emphasis is a principle of design.

**Expressive features** Elements evoking emotions, such as joy, sadness, or anger.

**Foreground** The part of the artwork that appears to be the nearest the viewer.

**Foreshortening** A form of perspective in which the nearest parts of an object or person are enlarged. This makes the rest of the form look like it goes back in space.

**Form** An element of design that is three-dimensional and encloses volume.

**Genre scene** An artwork that shows a subject or scene from everyday life, such as people living and working.

**Gesture drawing** Quick drawing which capture a series of poses in just a few lines.

**Glaze** A thin coating of glass; an impervious silicate coating which is developed on clay ware by the fusion under heat of inorganic materials.

**Graphic design** Lettering and artwork for books, posters and other printed materials.

**Greenware** Pottery that has not been fired.

## GLOSSARY

**Horizon line** The line created in an artwork by the meeting of sky and ground, usually on the viewer's eye level.

**Hue** The name of color, determined by its position in the spectrum.

**Illustrations** Pictures for books, magazines, etc.

**Intermediate color** A color created when a primary color (red, yellow, or blue) is mixed with a secondary color (violet, orange and green). Some examples are red-violet and blue-green.

**Kiln** A hot oven used to bake and harden artworks made of clay, such as pottery or ceramics.

**Landscape** Artwork that shows an outdoor scene.

**Mobile** A sculpture with parts that can be moved especially by air currents.

**Monochromatic** Of only one color. A monochromatic painting uses a single blue, plus black and white.

**Monoprint** A simple printing process that produces one copy.

**Mosaic** An artwork created by setting tesserae into mortar or onto another adhesive background; to create a unified pattern or image.

**Motif** A thematic or visual element; in design, a repeated form or pattern.

**Motion** Movement; a change in posture or position. In art, the depiction of movement or change.

**Mural** Large paintings created or displayed on a wall.

**Organic shape** Shapes and forms that are irregular, particularly those resembling objects in nature, such as the shape of the leaf or form of an animal

**Perspective** A system of representing objects and people in space on a flat surface so that the effect is the same as if the actual scene were viewed from a given point; one point perspective uses one point on the horizon line to make converging guidelines; two point perspective uses two points.

**Portraits** A painting, sculpture, drawing, photograph, or other representation, especially of the face, of a real person, living or dead.

**Positive space** Shapes, forms or lines that stand out from the background or negative space in an artwork.

**Poster** A large printed sign or notice, often illustrated with artwork and other images. It is often placed on a wall or another large surface to announce an event or to convey other information.

**Principles** Underlying characteristics in the visual arts such as repetition, balance, emphasis, contrast and unity.

**Primary colors** In pigment, colors from which others can be made: red, yellow, and blue; in light, the primary colors are red, green, and blue.

**Printmaking** The process of pressing paper against a surface that has ink or paint on it. Examples are linoleum, monoprint, and collograph.

**Proportion** The size relationship of one part to another part or to the whole.

**Public art** Artwork that is exhibited in public spaces. Sometimes it is commemorative, at other times it is intended to beautify and enliven. It is usually paid for by government bodies using public funds.

**Relief print** An artwork made by rolling ink onto a carved surface showing a raised design and then pressing paper onto it.

**Relief sculpture** A kind of sculpture that stands out from a flat background.

**Rhythm** A sense of visual movement or motion caused by the repetition of one or more elements of art, such as color, line, shape or form in an artwork. Rhythm is a principle of design.

**Seascape** Artwork that shows a scene of the sea or ocean.

**Secondary colors** Colors produced by mixing equal amounts of any two primary colors.

**Shade** A darker value of a hue, created by adding black or darker complementary color to the original hue.

**Sketch journal** A collection of sketches and writing that reflect one's personal influences, ideas, and artistic development.

**Slab method** A method of creating pottery by joining flat forms cut from slabs of clay.

**Space** An open or empty surface or area. Shapes and forms show empty space surrounding them (negative space) and the space they occupy (positive space). Space is an element.

**Stabile** A piece of sculpture having immobile units constructed of sheet metals or other materials and attached to fixed supports.

**Still life** Representation of inanimate objects, such as tables, flowers, etc., in drawings and paintings.

**Storyboard** A series of drawings that represent the visual and audio plan of a video production.

**Styles** An artists special way of creating art; the style of an artwork helps one to know how it is different from other artworks.

**Symbols** Lines, shapes or colors that have a special meaning.

**Technique** A special way to create artwork often by following a step procedure.

**Texture** The way a surface feels (actual texture) or how it may look (simulated texture) that can be sensed by touch and sight. Textures are described by words such as rough, silky, pebbly, etc.

**Three-dimensional space** The illusion of space that has depth created on a flat surface like paper.

**Tone** A less intense value of a hue, created by adding gray to the original hue.

**Unity** The sense of oneness or wholeness in a work of art.

**Value** An element of design that refers to the lightness or darkness of grays and colors.

**Variety** The combination of elements of art, such as line, shape or color, that adds extra interest to an artwork. Variety is a principle of design.

**Visual arts** A broad category that includes drawing, painting, printmaking, photography and sculpture; communication and design arts such as graphics and product design; film, video, and computer art; architecture and environmental arts such as urban, interior and landscape design; installation and performance art; folk arts; crafts such as ceramics, fibers, jewelry, works in wood, paper and other materials; visual analysis; art history; philosophy of art and aesthetics.

**Warm colors** The hues that range from yellow to red-violet on the color wheel.

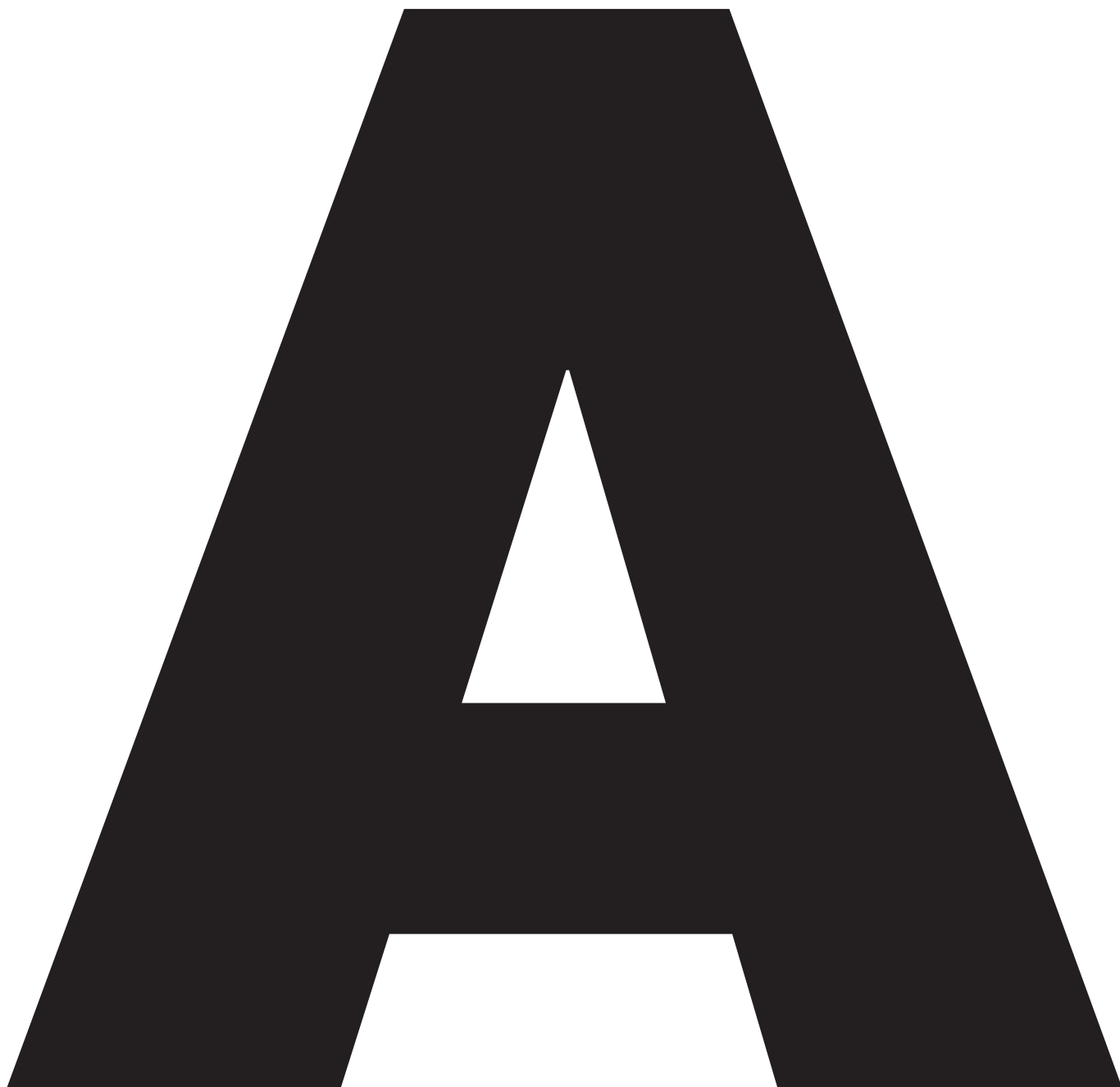
**Warp** A series of tight threads, stretching lengthwise on a loom, through which the weft is woven.

**Wash** A very thin coat of paint. It is also a color that has been thinned with water (or turpentine if the paint is oil).

**Watercolor** Paint that is mixed with water and looks like watery inks or dyes.

**Weaving** An artwork made of woven thread, yarn or other fibers or materials.

**Weft** Weaving thread or other fiber like materials that are woven across the warp from side to side.



## **Appendix**

## **Core Curriculum: Standards for the Arts and Humanities**

### **9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts**

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- A. Elements and Principles in each Art Form
- B. Demonstration of Dance, Music, Theatre and Visual Arts
- C. Vocabulary Within each Art Form
- D. Styles in Production, Performance and Exhibition
- E. Themes in Art Forms
- F. Historical and Cultural Production, Performance, and Exhibition
- G. Function and Analysis of Rehearsals and Practice Sessions
- H. Safety Issues in Art
- I. Community Performances and Exhibitions
- J. Technologies in Art
- K. Technologies in Humanities

### **9.2 Historical and Cultural Contexts**

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- A. Context of Works in the Arts
- B. Chronology of Works in the Arts
- C. Styles and Genre in the Arts
- D. Historical and Cultural Perspectives
- E. Historical and Cultural Impact on Works in the Arts
- F. Vocabulary for Historical and Cultural Context
- G. Geographic Regions in the Arts
- H. Pennsylvania Artists
- I. Philosophical Context of Works in the Arts
- J. Historical Differences of Works in the Arts
- K. Traditions Within Works in the Arts
- L. Common Themes in Works in the Arts

### **9.3 Critical Response**

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- A. Critical Processes
- B. Criteria
- C. Classifications
- D. Vocabulary for Criticism
- E. Types of Analysis
- F. Comparisons
- G. Critics in the Arts

### **9.4 Aesthetic Response**

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- A. Philosophical Studies
- B. Aesthetic Interpretation
- C. Environmental Influences
- D. Artistic Choices

## Elements and Principles of Art

### Art Elements

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- 1. Line** A continuous mark made on some surface by a moving point. It may be two-dimensional, three dimensional or implied.
- 2. Shape** An enclosed space defined and determined by another art element such as line, color or texture.
- 3. Form** An art element that is three-dimensional; has height, width, and depth. Cubes, cylinders and pyramids are examples of form.
- 4. Value** An element of art that describes the quality of lightness or darkness of color or non-color.
- 5. Texture** The surface quality or “feel” of an object; its smoothness, roughness or softness. Textures may be actual or simulated.
- 6. Color** Hue, value, and intensity are the three properties of color; a color’s name, its lightness or darkness and its brightness or dullness.
- 7. Space** The distance or area between, around, below, above or within things. Space can be two or three dimensional.

### Art Principles

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- 1. Emphasis** A way of combining elements to stress the differences between those elements and create one or more centers of interest.
- 2. Balance** Refers to the way art elements are arranged to create a feeling of stability. Balance may be symmetrical or asymmetrical.
- 3. Harmony** A way of combining elements to emphasize their similarities and bind the picture parts into a whole; often achieved through repetition and simplicity.
- 4. Variety** Combining elements in involved ways to achieve intricate and complex relationships. It may increase the visual interest of a work of art.
- 5. Gradation** A way of combining art elements by using a series of gradual changes in those elements. For example, gradation refers to a step-by-step change from light to dark or small to large.
- 6. Movement & Rhythm** A way of combining elements that produces a look of action or causes the viewer’s eye to sweep over the work in a certain manner.
- 7. Proportion** Refers to the relationship of elements to each other and to the art work as a whole. Proportion may refer to the relative size of objects or to the amount of something. For example, a greater proportion of bright colors would add emphasis to an area of the art work.
- 8. Unity** The quality of oneness or wholeness that is achieved through the effective use of the elements and principles of art.

## Seeing and Understanding Art

### A Guide for Students to Use for Critiquing Art

#### I. Identification: Naming the artwork

Title, Date, Artist, Medium

**Subject Matter:** Is it a portrait, landscape, religious, historical?

**Description:** Listing images and shapes seen in the work.

#### II. Formal Analysis: Analyzing the visible elements of an artwork

General observations about the size, shape and proportions of the work

**Line:** How are lines used in the works as a whole?

**Color:** Describe and list colors used and how they are organized and/or relate to each other. What is the function of color in the work?

**Value:** What is the role of light and shade? How is it used to define form?

**Space:** What kind of space is created deep (3-D) or flat (decorative)? What devices are used to create space (perspective, atmosphere, overlapping, foreshortening, color relationships)?

**Composition:** How are the elements and principles of art used in the work as a whole? How are they organized? (Principles: balance, movement, contrast, variety, rhythm, repetition, harmony.)

**Technique:** How is the media applied? How does it affect the work?

#### III. Interpretation: The meaning of an artwork

What was the artist trying to say?

What is your interpretation of the work?

Is it an actual event? If not, what does it relate to?

#### IV. Context: The historical, social, political, religious or personal background of an artist and an artwork

What historical events were taking place during the time the artwork was made?

What was happening in the artist's life?

How did society view certain moral issues?

#### V. Evaluation: The success or failure of an artwork

Did the artist achieve his goal?

Did the artwork affect the course of history?

Does it have the potential to affect people's perception of the world themselves?

How and/or why do you think?

**ART****APPENDIX**

## **How to Examine Works of Art**

### **Looking**

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What colors are used?

What shapes, forms, and objects are in the art piece?

What is going on? Is some action taking place?

How is the artwork arranged?

Do you recognize a style you can name?

What material or materials is the art work made of?

What technique was used, or how was the art work made?

### **Thinking**

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What do you think the artist is trying to tell you?

How does the art make you feel?

Does the art move you to an action in any way?

Does the art remind you of something or someone in your life?

Do you like or dislike the piece of art?

Who made the art?

How does the technique and or the materials from which it is made contribute to the message the art work communicates?

### **Reflection**

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What are the whys and hows that explain your answers to the questions in the topics “Looking” and “Thinking”?

How do the what and the how answers in the “Looking” section contribute to the art work’s ability to communicate?

Find evidence for your opinions in the art you are looking at.

## Multiple Intelligences Scales

### Musical

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*Sensitivity to pitch, melody, rhythm, timbre and the emotional aspects of sound.*

**Vocal ability:** A good voice for singing in tune and in harmony

**Instrumental skill:** Played an instrument as a teenager or adult

**Composer:** Made up songs or poetry and had tunes on her mind

**Appreciation:** Interest in music such as rock, classical, country, etc.

### Kinesthetic

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*The ability to use one's body in highly differentiated and skilled ways, for expressive as well as goal-directed purposes; to work skillfully with objects, both those that involve fine motor movements of one's fingers and hands and those that exploit gross motor movements.*

**Athletics:** Involvement and skill in sports or other physical activities

**Dexterity:** Working with hands and expressive movement: able to use hands skillfully working with objects

### Logical-Mathematical

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*To appreciate the actions that one can perform upon objects; the relations that obtain among those actions; the statements (or propositions) that one can make about actual potential actions, and the relationships among those statements.*

### Spatial

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*To perceive the visual accurately, to perform transformations and modifications upon one's initial perceptions, and to be able to recreate aspects of one's visual experience, even in the absence of relevant physical stimuli.*

**Space awareness:** Solve problems of spatial orientation and moving objects through space such as driving a car

**Working with objects:** Building, arranging, decorating, or fixing things; involves eye-hand integration

**Artistic design:** Jobs or projects where aesthetics or design are important

### Linguistic

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*Sensitivity to the meaning of words, the order among words, sounds, rhythm, inflections, different functions of language, phonology, syntax, semantics and pragmatic.*

**Expressive sensitivity:** Pay attention to and used language for communication and expression

**Rhetorical skill:** To use language effectively for interpersonal negotiations, persuasion at school, work, home or among friends

**Writing/academic ability:** To use words well in writing to create reports, letters, stories, verbal memory, reading and writing

### Interpersonal

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*The ability to know other people, to recognize their faces, their voices and their persons; to react appropriately to them; to read the signals of other people and understand their motives, feelings and intentions.*

**Social sensitivity:** Aware of and concerned about others, socially astute

**Social persuasion:** Able to influence others, socially astute

**Interpersonal work:** Interest and skill for people oriented work

### Intrapersonal

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*Our sensitivity to our own feelings, our own wants and fears, our own personal histories, awareness of our own strengths and weaknesses, plans and goals at school or vocational satisfaction.*

**Calculations:** Meta-cognition, "thinking about thinking" involving numerical operations

**Spatial problem-solving:** Self awareness to problem-solve while moving self or objects through space; use of mental imagery

**ART****APPENDIX****Lesson Planning Ideas:****Visual/Spatial**

| <b>MATHEMATICS</b>                                                  | <b>LANGUAGE<br/>ARTS</b>                                     | <b>SCIENCE<br/>HEALTH</b>                                     | <b>SOCIAL<br/>STUDIES<br/>GEOGRAPHY</b>                       | <b>FAMILY/<br/>CONSUMER<br/>SCIENCES<br/>INDUSTRIAL<br/>TECHNOLOGY<br/>PE</b> | <b>FINE ARTS</b>                                                  | <b>HISTORY</b>                                               |
|---------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------|
| Do a survey of students' likes and dislikes, then graph the results | Play Pictionary with vocabulary words                        | Draw pictures of things seen under a microscope               | Draw maps of the world from visual memory                     | Draw pictures of how to perform certain physical feats                        | Watch dancers on video and imagine yourself in their shoes        | Have imaginary talks or interviews with people from the past |
| Estimate measurements by sight and by touch                         | Use mind mapping as a notetaking process                     | Design posters or fliers showing healthy eating practices     | Study culture through its visual art (painting and sculpture) | Create visual diagrams of how to use shop machines                            | Pretend you can enter a painting. Imagine what it is like         | Make visual diagrams and flowcharts of historical facts      |
| Add, subtract, multiply and divide using various manipulatives      | Draw pictures of different stages of a story you are reading | Create montages or collages on science topics (e.g. mammals)  | Make maps out of clay and show geographical features          | Practice drawing objects from different angles (drafting)                     | Listen to music with eyes closed and create a sculpture from clay | Imagine going back in time. See what it was like back then   |
| Imagine using a math process successfully, then really do it        | Learning to read, write, and decipher code language          | Draw visual patterns that appear in the natural world         | Make décor for the classroom on a culture you are studying    | Learn a series of spatial games (e.g., horseshoes, ring toss)                 | Draw the sets for the various scenes of a play you are reading    | Paint a mural about a period of history                      |
| Learn metric measurement through visual equivalents                 | Use highlight markers to colorize parts of a story or poem   | Pretend you are microscopic and can travel in the bloodstream | Use a map to get around an unfamiliar place or location       | Imagine your computer is human. Draw how it works                             | Draw the visual and color pattern of a dance                      | Imagine and draw what you think the future will be           |

## Assessing Student Progress in the Visual Arts

The primary purpose of the assessment is to guide instruction. Assessing growth in artistic expression and response, art knowledge gained, skills mastered, and attitudes enriched provides a profile of students' total progress in art and helps guide further growth.

**Why do we assess art learning?** To guide instruction

- To find out if students learned what we attempted to teach
- To find out what students did not learn that we thought we taught (if this is the case, then it's up to the teacher to re-teach or teach the content in a different way)
- To monitor student progress in responding perceptively to art
- To monitor student progress in reflective thinking about aesthetic ideas
- To monitor student progress toward justifying merits of art works and presenting positions about judgments of artworks

**What do we assess in art?** Content and learning objectives: progress, growth, attitudes

**Knowledge:** facts, ideas, concepts

*Examples:*

*What primary colors do you mix to make green?*

*Who painted "Sunflowers?"*

*Which of these paintings is a still life?*

*Using numbers 1 through 6, order the steps of this printmaking process*

**Understanding, comprehension**

*Examples:*

*Give two reasons why this artwork should be judged by criteria for realism.*

*Using a primary color crayon, draw a triangle overlapping a rectangle in the space below.*

*With markers, in the rectangle below, draw a picture using only warm colors.*

**Problem-solving:** Using knowledge, understanding and critical-thinking skills such as analysis and synthesis to compose responses and to create art products.

*Examples:*

*Complete a critique sheet for one of the four paintings displayed. Format to include: Description; Analysis, Interpretation, Judgment.*

*Using scrap papers and fabric, and the magazine bin, design and assemble a collage with space and texture as the primary elements of art, and rhythm as the primary principle of design.*

*Sketch the plans for two sculpture designs, both based on the same theme (an animal, an environmental concern, a portrait). Sketch one design as a plan for an additive sculpture, then interpret the same theme in a sketch for a subtractive sculpture.*

**When do we assess art learning?** Continually, constantly

There are many ways to assess art learning – from informal observation to evaluating polished portfolios. An important form of assessing students is observing closely as they work, to monitor and assist with problems and progress, which surely is a hallmark of good teaching at all times in all subjects.

***Assessing Student Progress in the Visual Arts*** *cont'd***How do we assess art learning and growth?**

Two major categories characterize strategies and methods of assessment and many have both quantitative and qualitative elements in their design. Assessment concerns in art are usually more qualitative in character.

**Quantitative Assessment**

Usually associated with evaluation of the student's knowledge and understanding of *objective* content; answers are generally right or wrong.

Often in the forms of tests and quizzes (multiple choice, sentence completion, matching, fill-in-the-blank).

There is a large body of factual, objective, knowledge-based information about art where right or wrong answers make the information amenable to traditional testing methods. It is a good idea to test what we can, by traditional methods, which helps us to justify the majority of art concerns which are less amenable to testing.

**Qualitative Assessment**

Usually associated with assessment of more *subjective* understandings in which qualities (characteristics, features, attributes) are addressed in responses.

Individual interpretations and judgments are supported with personally justified reasons based in evidence in the artwork.

There is a large body of information about art which is appropriately assessed using methods which rely on judgments supported by more subjective criteria.

Rather than "answers," good responses to qualitative questions depend upon reasons or articulated justifications; quality of response is generally judged on the persuasiveness of support provided by the student for the position taken.

Name \_\_\_\_\_

Date \_\_\_\_\_ Room \_\_\_\_\_

## Artwork Comparison Form

Please list the works that you are comparing and describe briefly.

A \_\_\_\_\_

B \_\_\_\_\_

### Questions to answer:

1. How are they alike?

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2. How are they different?

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3. What do you feel was most successful about *A*?

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4. What do you feel was most successful about *B*?

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5. Which work are you most proud of and why?

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6. If you could change something about either piece, what would that be?

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7. Are there any new ideas that you would like to try?

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Name \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

## Using Portfolios for Artwork Reflection

### Final Student Reflection:

Answer each question in complete sentences using art vocabulary.

1. What was your favorite piece of artwork this year? Explain why. \_\_\_\_\_

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2. What is the most important thing you learned from this piece? \_\_\_\_\_

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3. What was your least favorite piece of artwork this year? Explain why. \_\_\_\_\_

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4. What would you do differently to improve this piece? \_\_\_\_\_

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5. What did you hope to do in art this year that we didn't do? \_\_\_\_\_

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4. Think about the projects you have done this year and describe how you have grown and changed in your artistic knowledge and skills. \_\_\_\_\_

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Name \_\_\_\_\_

Date \_\_\_\_\_ Room \_\_\_\_\_

## Portfolio Review Form

### Student Section

1. I'm proud of \_\_\_\_\_

because \_\_\_\_\_

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2. I need to work on

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3. Other ideas I'd like to try:

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4. Questions:

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## Literacy Through the Arts

### First Grade

| Timeline  | Composer/<br>Artist    | The Work:<br>Music/Visual                                    | Cross<br>Curricular<br>Connections                                       | Suggested<br>Readings                                                | Studio Art<br>Activity                                                                               | Related<br>Works /<br>Other<br>Resources                 | Notes                                                                        |
|-----------|------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------------------|
| 1891–1953 | Sergey Prokofiev       | <i>Peter and the Wolf</i>                                    |                                                                          | <i>Peter and the Wolf</i>                                            | Mask making                                                                                          |                                                          |                                                                              |
| 1836–1910 | Winslow Homer          | <i>A Huntsman and Dogs</i>                                   |                                                                          |                                                                      |                                                                                                      |                                                          |                                                                              |
| 1678–1741 | Antonio Vivaldi        | <i>The Four Seasons</i>                                      |                                                                          |                                                                      | Seasonal painting, pick favorite season, talk about changes in nature                                |                                                          |                                                                              |
| 1800's    | Unknown Chinese artist | <i>4 Seasons</i> floral metal-work                           |                                                                          |                                                                      |                                                                                                      |                                                          |                                                                              |
| 1901–1970 | William Johnson        | <i>Sunflowers</i>                                            |                                                                          |                                                                      |                                                                                                      |                                                          |                                                                              |
| 1825–1899 | Johann Strauss         | <i>Blue Danube</i>                                           | Dance, History, socio-cultural connections regarding risqué dances, etc. | <i>Hans Brinker and the Silver Skates</i> by Hans Christian Anderson | People collage: colored paper textured with rubbings and crayons to show different types of clothing |                                                          |                                                                              |
| 1825–1895 | Charles F. Worth       | Evening Dress (Textile)                                      |                                                                          |                                                                      |                                                                                                      |                                                          |                                                                              |
| 1854–1932 | John Philip Sousa      | <i>Washington Post March</i>                                 | Civil War History                                                        | Biographies of soldiers, letters                                     | Make an “art” postcard to send to a soldier in Iraq                                                  |                                                          |                                                                              |
| 1861      | Unknown Artist         | <i>Fourth Pennsylvania Cavalry</i>                           | Camp Wm Penn                                                             |                                                                      |                                                                                                      |                                                          |                                                                              |
| 1779–1843 | Frances Scott Key      | <i>Star Spangled Banner</i>                                  | Discussion about patriotism, the role of a flag in patriotism            |                                                                      | Make a flag of your own design with scrap material and glue                                          | <i>Lift Every Voice and Sing</i> by James Weldon Johnson | Art work is from an earlier time period but reflects the theme of patriotism |
| 1851      | Unknown Artist         | <i>Washington Crossing the Delaware</i> (inspired by Leutze) |                                                                          |                                                                      |                                                                                                      |                                                          |                                                                              |

## Literacy Through the Arts

### Second Grade

| Timeline  | Composer/<br>Artist     | The Work:<br>Music/Visual      | Cross<br>Curricular<br>Connections                                                     | Suggested<br>Readings | Studio Art<br>Activity                                                  | Related<br>Works /<br>Other<br>Resources                                  | Notes                                                                                        |
|-----------|-------------------------|--------------------------------|----------------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| 1835–1921 | Camille Saint-Sains     | <i>Carnival of Animals</i>     |                                                                                        |                       | Clay<br>“fantamals”:<br>create your<br>own fantasy<br>ceramic<br>animal | <i>Merry Jesters</i> ,<br>painting by<br>Henri<br>Rousseau<br>(1844-1910) | Slight difference in time period, but very visually appropriate                              |
| 1780–1849 | Edward Hicks            | <i>Noah’s Ark</i>              |                                                                                        |                       |                                                                         |                                                                           |                                                                                              |
| 1918–1990 | Leonard Bernstein       | <i>Overture to Candide</i>     |                                                                                        |                       |                                                                         |                                                                           | Big difference in terms of artist timeline, but very appropriate to the subject of the music |
| 1864–1901 | Henri Toulouse-Lautrec  | <i>Moulin Rouge, The Dance</i> |                                                                                        |                       |                                                                         |                                                                           |                                                                                              |
| 1893–1960 | Arthur Benjamin         | <i>Jamaican Rumba</i>          |                                                                                        |                       |                                                                         |                                                                           |                                                                                              |
| 1904–1957 | Miguel Covarrubias      | <i>Rhumba</i>                  |                                                                                        |                       |                                                                         |                                                                           |                                                                                              |
| 1891–1953 | Sergey Prokofiev        | <i>Classical Symphony</i>      | Both are Russian – discuss socio-cultural and political climate of Russia at that time |                       | Create an abstract tempera painting, just listening to the music        |                                                                           |                                                                                              |
| 1866–1944 | Wassily Kandinsky       | <i>Improvisation No. 29</i>    |                                                                                        |                       |                                                                         |                                                                           |                                                                                              |
| 1840–1893 | Peter Ilich Tchaikovsky | <i>1812 Overture</i>           |                                                                                        |                       |                                                                         | William Charles drawing from an 1813 political cartoon                    | Art work is from a later time period (WWI)                                                   |
| 1888–1946 | Horace Pippin           | <i>End of War</i>              |                                                                                        |                       |                                                                         |                                                                           |                                                                                              |

## Literacy Through the Arts

### Third Grade

| Timeline  | Composer/<br>Artist      | The Work:<br>Music/Visual                                | Cross<br>Curricular<br>Connections | Suggested<br>Readings                                       | Studio Art<br>Activity                                                       | Related<br>Works /<br>Other<br>Resources                      | Notes                                                                |
|-----------|--------------------------|----------------------------------------------------------|------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------|
| 1913–1976 | Benjamin<br>Britten      | <i>Young<br/>Persons<br/>Guide to the<br/>Orchestra</i>  |                                    |                                                             | Abstract color<br>paper collage,<br>discussion on<br>composition             |                                                               |                                                                      |
| 1872–1944 | Piet Mondrian            | <i>Composition<br/>with Blue and<br/>Yellow</i>          |                                    |                                                             |                                                                              |                                                               |                                                                      |
| 1900–1990 | Aaron<br>Copeland        | <i>Appalachian<br/>Spring</i> ,<br>Doppio movi-<br>mento |                                    | <i>The<br/>Patchwork<br/>Quilt</i><br>by Valerie<br>Fournoy | Quilt project,<br>using either<br>construction<br>paper or<br>scrap material | <i>Tar Beach<br/>Story and<br/>Quilt</i> by Faith<br>Ringgold | Different time<br>period but<br>artistically<br>appropriate          |
| 1870–1932 | Marie Hensley            | <i>Quilt</i>                                             |                                    |                                                             |                                                                              |                                                               |                                                                      |
| 1809–1847 | Felix<br>Mendelssohn     | <i>Symphony #4</i> ,<br>Movement 1                       |                                    |                                                             |                                                                              |                                                               |                                                                      |
| 1740      | Follower of<br>Canaletto | Court of the<br>Doge's Palace<br>(Venice)                |                                    |                                                             |                                                                              |                                                               |                                                                      |
| 1825–1899 | Johann<br>Strauss        |                                                          |                                    |                                                             |                                                                              |                                                               | Checking to<br>make sure<br>this is in the<br>museum's<br>collection |
| 1891      | Anders Zorn              |                                                          |                                    |                                                             |                                                                              |                                                               |                                                                      |
| 1898–1937 | George<br>Gershwin       | <i>Cuban<br/>Overture</i>                                |                                    |                                                             |                                                                              |                                                               |                                                                      |
| 1883–1935 | Charles<br>Demuth        | <i>In Vaudeville</i>                                     |                                    |                                                             |                                                                              |                                                               |                                                                      |

## Literacy Through the Arts

### Fourth Grade

| Timeline  | Composer/<br>Artist     | The Work:<br>Music/Visual         | Cross<br>Curricular<br>Connections                                 | Suggested<br>Readings                          | Studio Art<br>Activity                                                    | Related<br>Works/<br>Other<br>Resources       | Notes |
|-----------|-------------------------|-----------------------------------|--------------------------------------------------------------------|------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------|-------|
| 1900–1990 | Aaron Copeland          | <i>Fanfare for the Common Man</i> | Discuss Works Progress Administration, common man as heroic figure |                                                | Class mural project on brown kraft paper – community heroes               |                                               |       |
| b. 1922   | John Wilson             | <i>Trabajador</i>                 |                                                                    |                                                |                                                                           |                                               |       |
| 1839–1881 | Modest Mussorgsky       | <i>Pictures at an Exhibition</i>  |                                                                    |                                                |                                                                           |                                               |       |
| 1887–1985 | Marc Chagall            | <i>Over Vietebsk</i>              |                                                                    |                                                |                                                                           |                                               |       |
| 1770–1827 | Ludwig van Beethoven    | <i>Symphony No. 6, final 2</i>    |                                                                    | <i>The Patchwork Quilt</i> by Valerie Flournoy | Paint a landscape about the effects of weather – a before and after scene | Video clip from Walt Disney's <i>Fantasia</i> |       |
| 1792–1882 | John Linnell            | <i>The Storm</i>                  |                                                                    |                                                |                                                                           |                                               |       |
| 1895      | Henri Joseph Harpignies | <i>The Oak</i>                    |                                                                    |                                                |                                                                           |                                               |       |
| b. 1944   | John Holland            | <i>It's About Time</i>            |                                                                    |                                                |                                                                           |                                               |       |
| 1874–1961 | Violet Oakley           | <i>Study of Divine Law</i>        |                                                                    |                                                |                                                                           |                                               |       |

## Literacy Through the Arts

### Fifth Grade

| Timeline  | Composer/<br>Artist       | The Work:<br>Music/Visual                      | Cross<br>Curricular<br>Connections         | Suggested<br>Readings                 | Studio Art<br>Activity        | Related<br>Works /<br>Other<br>Resources                            | Notes |
|-----------|---------------------------|------------------------------------------------|--------------------------------------------|---------------------------------------|-------------------------------|---------------------------------------------------------------------|-------|
| 1900–1990 | Aaron Copeland            | <i>Rodeo</i>                                   |                                            |                                       |                               | Sculptures by Frederick Remington; <i>Vaquero</i> by Luis Jiminez   |       |
| 1885–1960 | Martin Ramirez            | <i>Large Cowboy and Rider</i>                  |                                            |                                       |                               |                                                                     |       |
| 1685–1750 | Johann Sebastian Bach     | <i>Brandenberg Concerto No. 5, Movement 1</i>  |                                            |                                       | Family painting               |                                                                     |       |
| 1631      | Cornelius Voss            | <i>Portrait of Anthony Reyniers and Family</i> |                                            |                                       |                               |                                                                     |       |
| 1770–1827 | Ludwig van Beethoven      | <i>Overture to Lenore No. 3</i>                | Heroic women from Philadelphia and history |                                       |                               |                                                                     |       |
| b. 1919   | Elizabeth Catlett         | <i>Sharecropper</i>                            |                                            |                                       |                               |                                                                     |       |
| 1862–1918 | Claude Debussy            | <i>La Mer</i> , 2nd movement                   |                                            |                                       |                               | Monet, Port of Le Havre Seascapes by Manet and other impressionists |       |
| 1840–1926 | Claude Monet              | <i>Manneporte, Etretat</i> (sea cliffs)        |                                            |                                       |                               |                                                                     |       |
| 1867–1916 | Enrique Granados          | <i>Playera Granados</i>                        |                                            | Child's version of <i>Don Quixote</i> | Day of the Dead relief prints | <i>Spanish Woman</i> by Gustave Corbet; Prints by Posada            |       |
| 1842–1871 | Eduardo Zamacios y Zabala | <i>Toreadore's Toilet</i>                      |                                            |                                       |                               |                                                                     |       |
| 1838–1920 | Max Bruch                 | <i>Violin Concerto No. 1</i> , Movements 1 & 2 | Both are German, Romanticism               |                                       |                               |                                                                     |       |
| 1808–1880 | Karl Friedrich Lessing    | <i>The Robber and His Child</i>                |                                            |                                       |                               |                                                                     |       |

## Literacy Through the Arts

### Sixth Grade

| Timeline  | Composer/<br>Artist | The Work:<br>Music/Visual                           | Cross<br>Curricular<br>Connections | Suggested<br>Readings             | Studio Art<br>Activity                                                  | Related<br>Works /<br>Other<br>Resources                                  | Notes |
|-----------|---------------------|-----------------------------------------------------|------------------------------------|-----------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------|-------|
| 1882–1971 | Igor Stravinsky     | <i>Petrouschka</i>                                  |                                    |                                   | Make marionettes                                                        | <i>Little Painting with Yellow</i> by Wassily Kandinsky                   |       |
| 1844–1910 | Henri Rousseau      | <i>Carnival Evening</i>                             |                                    |                                   |                                                                         |                                                                           |       |
| 1876–1946 | Manuel de Falla     | <i>Three Cornered Hat Suite</i>                     |                                    |                                   | Create a “cubist” painting                                              |                                                                           |       |
| 1881–1973 | Pablo Picasso       | <i>Three Musicians</i>                              |                                    |                                   |                                                                         |                                                                           |       |
| 1895–1963 | Paul Hindemith      | <i>Symphonic Metamorphosis</i> , Hindemith movement |                                    |                                   | Creative color wheels with designs and patterns in complimentary colors |                                                                           |       |
| 1871–1957 | Frantisek Kupka     | <i>Disks of Newton</i>                              |                                    |                                   |                                                                         |                                                                           |       |
| 1895–1978 | William Grant Still | <i>African-American Symphony</i> , Movements 1 & 4  | Harlem Renaissance                 | Poetry and literature of the time | Write and illustrate an original poem                                   | <i>Tabu</i> by Lawrence Augusta Savage; sculptures; photos by Van Der Zee |       |
| 1901–1979 | Jacob Lawrence      | <i>The Library</i>                                  |                                    |                                   |                                                                         |                                                                           |       |

## Literacy Through the Arts

### Seventh Grade

| Timeline  | Composer/<br>Artist   | The Work:<br>Music/Visual | Cross<br>Curricular<br>Connections | Suggested<br>Readings                          | Studio Art<br>Activity                                         | Related<br>Works /<br>Other<br>Resources                                           | Notes |
|-----------|-----------------------|---------------------------|------------------------------------|------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------------------------------------|-------|
| 1898–1937 | George Gershwin       | <i>Rhapsody in Blue</i>   |                                    |                                                | Monochromatic blue painting                                    |                                                                                    |       |
| 1880–1940 | Earl Horte            | <i>Rhapsody in Blue</i>   |                                    |                                                |                                                                |                                                                                    |       |
| b. 1920   | Paul Keene            | <i>Sky Window Series</i>  |                                    |                                                |                                                                |                                                                                    |       |
| 1756–1791 | Wolfgang Mozart       | <i>Requiem</i>            |                                    |                                                |                                                                |                                                                                    |       |
| 1741–1827 | Charles Willson Peale | <i>Rachel Weeping</i>     |                                    |                                                |                                                                |                                                                                    |       |
| b. 1948   | Hannibal Lokumbe      | <i>African Portraits</i>  |                                    | <i>The Patchwork Quilt</i> by Valerie Flourney |                                                                | <i>Generations</i> by Martin Puryear, <i>Mother and Child</i> by Elizabeth Catlett |       |
| b. 1960   | Lorna Simpson         | <i>Counting</i>           |                                    |                                                |                                                                |                                                                                    |       |
| 1930–1996 | Toru Takemitsu        | <i>A Flock Descends</i>   |                                    |                                                | Discussion of Japanese woodcuts; create a woodcut of an animal | <i>Snowy Geese</i> by Munakata; Hiroshige prints from Edo period                   |       |
| 1898–1972 | Maurits C. Escher     | <i>Day and Night</i>      |                                    |                                                |                                                                |                                                                                    |       |

## Literacy Through the Arts

### Eighth Grade

| Timeline  | Composer/<br>Artist  | The Work:<br>Music/Visual                        | Cross<br>Curricular<br>Connections | Suggested<br>Readings | Studio Art<br>Activity                | Related<br>Works/<br>Other<br>Resources        | Notes                                                  |
|-----------|----------------------|--------------------------------------------------|------------------------------------|-----------------------|---------------------------------------|------------------------------------------------|--------------------------------------------------------|
| b. 1955   | Bright Sheng         | <i>Prelude for Orchestra</i>                     | Philadelphian, woman               |                       | Class group activity, such as a mural | Yeh's Village Arts Community – include on maps |                                                        |
| b. 1941   | Lilly Yeh            | <i>Landscape</i>                                 |                                    |                       |                                       |                                                |                                                        |
| 1881–1945 | Bela Bartok          | <i>Concerto for Orchestra, Movement 1</i>        |                                    |                       |                                       |                                                |                                                        |
| 1876–1957 | Constantin Brancusi  | <i>Bird in Space</i>                             |                                    |                       |                                       |                                                |                                                        |
| 1833–1897 | Johannes Brahms      | <i>Alto Rhapsody with Marian Anderson</i>        |                                    |                       | Charcoal contour drawings             |                                                |                                                        |
| 1859–1937 | Henry O. Tanner      | <i>Portrait of the Artist's Mother</i>           | Philadelphian                      |                       |                                       |                                                |                                                        |
| 1874–1934 | Gustav Holst         | <i>The Planets: Mars &amp; Jupiter movements</i> |                                    |                       |                                       |                                                | Visually appropriate though not the right time period. |
| b. 1928   | Cy Twombly           | <i>50 Days at Iliam</i>                          |                                    |                       |                                       |                                                | Twombly for Mars, Calder for Jupiter                   |
| 1898–1976 | Alexander Calder     | <i>Wall Sculpture</i>                            | Philadelphian                      |                       |                                       |                                                |                                                        |
| b. 1962   | Jennifer Higdon      | <i>Concerto for Orchestra</i>                    | Both are Philadelphia women        |                       |                                       |                                                |                                                        |
| b. 1939   | Barbara Chase-Riboud | <i>Malcolm X</i>                                 |                                    |                       |                                       |                                                |                                                        |

## Visual Arts Web Sites

|                                                                                                         |                                                                                                                              |
|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| All About Art .....                                                                                     | <a href="http://www.library.thinkquest.org/J001159/index.htm">www.library.thinkquest.org/J001159/index.htm</a>               |
| Amazing Picture Machine .....                                                                           | <a href="http://www.nortec.org/picture.htm">www.nortec.org/picture.htm</a>                                                   |
| Art Capades.....                                                                                        | <a href="http://www.kn.pacbell.com/wired/capades/">www.kn.pacbell.com/wired/capades/</a>                                     |
| Architecture in the Classroom.....                                                                      | <a href="http://www.whyy.org/aie/">www.whyy.org/aie/</a>                                                                     |
| Art for Sale.....                                                                                       | <a href="http://www.itdc.sbcss.k12.ca.us/curriculum/artforsale.html">www.itdc.sbcss.k12.ca.us/curriculum/artforsale.html</a> |
| Art Institute of Chicago .....                                                                          | <a href="http://www.artic.edu/aic/index.html">www.artic.edu/aic/index.html</a>                                               |
| Art Site for Kids - .....                                                                               | <a href="http://www.arts.ufl.edu/art/rt_room/index.html">www.arts.ufl.edu/art/rt_room/index.html</a>                         |
| ArtsEdge .....                                                                                          | <a href="http://www.artsedge.kennedy-center.org">www.artsedge.kennedy-center.org</a>                                         |
| Arts in the Public Interest.....                                                                        | <a href="http://www.apionline.org">www.apionline.org</a>                                                                     |
| Art Today Samples .....                                                                                 | <a href="http://www.arttoday.com">www.arttoday.com</a>                                                                       |
| ArtsEdNet .....                                                                                         | <a href="http://www.artsednet.getty.edu">www.artsednet.getty.edu</a>                                                         |
| (information, resources, and ideas that support the arts as a core subject area in the K-12 curriculum) |                                                                                                                              |
| Art News.....                                                                                           | <a href="http://www.artdaily.com">www.artdaily.com</a>                                                                       |
| (A daily edition of Art News from around the world.)                                                    |                                                                                                                              |
| Asian Arts .....                                                                                        | <a href="http://www.webart.com/asianart/index.html">www.webart.com/asianart/index.html</a>                                   |
| Clip Art Searcher .....                                                                                 | <a href="http://www.webplaces.com/search/">www.webplaces.com/search/</a>                                                     |
| Clip Art Connection .....                                                                               | <a href="http://www.clipartconnection.com/home.php3">www.clipartconnection.com/home.php3</a>                                 |
| CRAYOLA Binney & Smith.....                                                                             | <a href="http://www.crayola.com/educators/index.cfm">www.crayola.com/educators/index.cfm</a>                                 |
| Community Arts Network (CAN) .....                                                                      | <a href="http://www.communityarts.net">www.communityarts.net</a>                                                             |
| Detroit Institute of the Arts.....                                                                      | <a href="http://www.dia.org">www.dia.org</a>                                                                                 |
| DoodleOpolis.....                                                                                       | <a href="http://www.onlineclass.com/doodle/doodle.html">www.onlineclass.com/doodle/doodle.html</a>                           |
| Eyes on Art .....                                                                                       | <a href="http://www.kn.pacbell.com/wired/art/beholder.html">www.kn.pacbell.com/wired/art/beholder.html</a>                   |
| Eyes on Art .....                                                                                       | <a href="http://www.knpacbell.com/wired/art/art/.html">www.knpacbell.com/wired/art/art/.html</a>                             |
| (An interactive site that includes a variety of activities to help students learn to look at art.)      |                                                                                                                              |
| Getty Education Institute for the Arts .....                                                            | <a href="http://www.artsednet.getty.edu">www.artsednet.getty.edu</a>                                                         |
| Global Classroom Projects .....                                                                         | <a href="http://www.sofweb.vic.edu.au/gc/projects.htm">www.sofweb.vic.edu.au/gc/projects.htm</a>                             |
| Guggenheim Museum, NYC.....                                                                             | <a href="http://www.guggenheim.org/solomon">www.guggenheim.org/solomon</a>                                                   |
| Inside Art – Art History unit .....                                                                     | <a href="http://www.bconnex.net/~jarea/lessons.html">www.bconnex.net/~jarea/lessons.html</a>                                 |
| Institute of Egyptian Art and Archaeology.....                                                          | <a href="http://www.memst.edu/egypt/main/html">www.memst.edu/egypt/main/html</a>                                             |
| Kinderart .....                                                                                         | <a href="http://www.eduweb.com/insideart/index.html">www.eduweb.com/insideart/index.html</a>                                 |
| Larry's Clip Art Collection .....                                                                       | <a href="http://www.netins.net/showcase/meyers/library_clipart/clip">www.netins.net/showcase/meyers/library_clipart/clip</a> |
| Leonardo DaVinci Museum.....                                                                            | <a href="http://www.cellini.leonardo.net/museum/main.html">www.cellini.leonardo.net/museum/main.html</a>                     |
| Links to art museums around the world.....                                                              | <a href="http://www.artcyclopedia.com/museums.html">www.artcyclopedia.com/museums.html</a>                                   |
| Louvre .....                                                                                            | <a href="http://www.louvre.fr/lourea.htm">www.louvre.fr/lourea.htm</a>                                                       |
| Metropolitan Museum of Art, NYC .....                                                                   | <a href="http://www.metmuseum.org/">www.metmuseum.org/</a>                                                                   |
| Minneapolis Institute of Art .....                                                                      | <a href="http://www.arts.mia.org/index.html">www.arts.mia.org/index.html</a>                                                 |

**Visual Arts Web Sites** *cont'd*

|                                                                                                                                                                                                      |                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Museum of Fine Arts, Boston .....                                                                                                                                                                    | <a href="http://www.mfa.org/home.htm">www.mfa.org/home.htm</a>                                                               |
| Museum of Modern Art, MOMA .....                                                                                                                                                                     | <a href="http://www.moma.org/">www.moma.org/</a>                                                                             |
| National Archaeological Museum, Athens .....                                                                                                                                                         | <a href="http://www.culture.gr/2/21/214/21405m/e21405m1.html">www.culture.gr/2/21/214/21405m/e21405m1.html</a>               |
| National Art Education Association .....                                                                                                                                                             | <a href="http://www.nea.org">www.nea.org</a>                                                                                 |
| National Gallery of Art .....                                                                                                                                                                        | <a href="http://www.nga.gov/">www.nga.gov/</a>                                                                               |
| National Gallery, London .....                                                                                                                                                                       | <a href="http://www.nationalgallery.org.uk/">www.nationalgallery.org.uk/</a>                                                 |
| National Museum of American Art .....                                                                                                                                                                | <a href="http://www/nmaa.si.edu/">www/nmaa.si.edu/</a>                                                                       |
| National Museum of American Art (view collections) .....                                                                                                                                             | <a href="http://www.nmma-ryder.si.edu/collections/online-index.html">www.nmma-ryder.si.edu/collections/online-index.html</a> |
| Philadelphia Museum of Art .....                                                                                                                                                                     | <a href="http://www.philamuseum.org">www.philamuseum.org</a>                                                                 |
| San Francisco's Exploratorium .....                                                                                                                                                                  | <a href="http://www.exploratorium.edu">www.exploratorium.edu</a>                                                             |
| (A museum of science, art and human perspective with over 650 hands-on exhibits. A virtual museum you can visit 24 hours a day.)                                                                     |                                                                                                                              |
| San Francisco Fine Arts Museum .....                                                                                                                                                                 | <a href="http://www.thinker.org/imagebase/index.html">www.thinker.org/imagebase/index.html</a>                               |
| School District of Philadelphia .....                                                                                                                                                                | <a href="http://www.phila.k12.pa.us">www.phila.k12.pa.us</a>                                                                 |
| Search for images/information about 5000 artists .....                                                                                                                                               | <a href="http://www.artcyclopedia.com">www.artcyclopedia.com</a>                                                             |
| Search for images by artist, title or date .....                                                                                                                                                     | <a href="http://www.artednet.getty.edu/artsEdNet/images/index.html">www.artednet.getty.edu/artsEdNet/images/index.html</a>   |
| Silicon Graphics Image Gallery .....                                                                                                                                                                 | <a href="http://www.sgi.com/fun/free/gallery.htm/">www.sgi.com/fun/free/gallery.htm/</a>                                     |
| Smithsonian Institution .....                                                                                                                                                                        | <a href="http://www.si.edu">www.si.edu</a>                                                                                   |
| Smithsonian Museum (view collections) .....                                                                                                                                                          | <a href="http://www.nmma-ryder.si.edu/collections/online-index.html">www.nmma-ryder.si.edu/collections/online-index.html</a> |
| Smithsonian Photographs Online .....                                                                                                                                                                 | <a href="http://www.photo2.si.edu/index.html">www.photo2.si.edu/index.html</a>                                               |
| The Arts and Business Council .....                                                                                                                                                                  | <a href="http://www.artsbusiness.org/">www.artsbusiness.org/</a>                                                             |
| The Incredible Art Department .....                                                                                                                                                                  | <a href="http://www.artswire.org/kenroar/">www.artswire.org/kenroar/</a>                                                     |
| (Includes an Art Job Center which describes careers in art; visits to selected art rooms in schools around the country; a collection of lesson plans; a forum for chatting with other art teachers.) |                                                                                                                              |
| The Index of American Design .....                                                                                                                                                                   | <a href="http://www.nga.gov/collection/gallery/iad.html">www.nga.gov/collection/gallery/iad.html</a>                         |
| (View collections of folk art, crafts, toys, and utilitarian objects.)                                                                                                                               |                                                                                                                              |
| The The Pennsylvania Art Education Association .....                                                                                                                                                 | <a href="http://www.kutztown.edu/paea">www.kutztown.edu/paea</a>                                                             |
| The Thinker .....                                                                                                                                                                                    | <a href="http://www.thinker.org">www.thinker.org</a>                                                                         |
| The Web Museum .....                                                                                                                                                                                 | <a href="http://www.sunsite.unc.edu/louvre">www.sunsite.unc.edu/louvre</a>                                                   |
| The World of Puppets .....                                                                                                                                                                           | <a href="http://www.itdc.sbcss.k12.ca.us/curriculum/puppetry.html">www.itdc.sbcss.k12.ca.us/curriculum/puppetry.html</a>     |
| Time Life Photo Sight Home .....                                                                                                                                                                     | <a href="http://www.pathfinder.com/photo/Page">www.pathfinder.com/photo/Page</a>                                             |
| Treasures of the Czars .....                                                                                                                                                                         | <a href="http://www.times.st-pete.fl.us/treasures/TC.lobby.html">www.times.st-pete.fl.us/treasures/TC.lobby.html</a>         |
| Treasures of the Louvre .....                                                                                                                                                                        | <a href="http://www.paris.org/musees/louvre/">www.paris.org/musees/louvre/</a>                                               |
| Vatican Museum .....                                                                                                                                                                                 | <a href="http://www.christusrex.org/www1/splendors/spelndors.html">www.christusrex.org/www1/splendors/spelndors.html</a>     |
| Virginia Museum of Fine Arts .....                                                                                                                                                                   | <a href="http://www.dit1state.va.us/vmfa/index1.html">www.dit1state.va.us/vmfa/index1.html</a>                               |
| Virtual Museums .....                                                                                                                                                                                | <a href="http://www.vol.it/UK/EN/ARTE/ingvirtual.html">www.vol.it/UK/EN/ARTE/ingvirtual.html</a>                             |
| Whirligigs (science and art) .....                                                                                                                                                                   | <a href="http://www.sci.mus.mn.us/sln/vollis">www.sci.mus.mn.us/sln/vollis</a>                                               |

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Lynne Horoschak, Moore College of Art and Design

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Eileen Rudnick, Tyler School of Art – Temple University

### **Curriculum Writing Team:**

Christine Whitt, Art Teacher – Franklin Learning Center

Joyce Millman, Art Teacher – Amy-5 at James Martin

Gail Morrison Hall, Art Teacher – Sharswood School

William Casey, Art Teacher – Cooke School

Susan Odessey, Art Teacher – Edison High School

Richard Kunin, Retired Administrator/Art Teacher