

**Trinity Area School District
Template for Curriculum Mapping,**

Course: Art Grade: 6,7,8 Designer(s):	Overview of Course (Briefly describe what students should understand and be able to do as a result of engaging in this course): By exploring art through history our students gain an understanding of various cultures and careers. Our students will recognize, know, use and demonstrate a variety of appropriate art elements and principles to produce original works of art.
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Overarching Big Ideas, Enduring Understandings, and Essential Questions
(These "spiral" throughout the entire curriculum.)

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
1. Art history/Culture	9.2.A. Explain the historical, cultural and social context of an individual work in the arts. 9.2.B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present). 9.2. 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) 9.2. E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas). 9.2.F. Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2.G. Relate works in the arts to geographic regions: • Africa • Asia	Cultural norms affect (art) history.	How does culture influence art styles? How does geographic location influence works of art? How can art be affected by the time period in which it was created?

	<ul style="list-style-type: none"> • Australia • Central America • Europe • North America • South America <p>9.2.H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.</p> <p>✓</p> <p>9.3.A. Know and use the critical process of the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments <p>9.3.C. Identify and classify styles, forms, types and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).</p> <p>9.3.F. Apply the process of criticism to identify characteristics among works in the arts.</p> <p>9.4.D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's Destructive Periods in Russia During Stalin's and Deniken's Leadership conveys her memories and emotions of a specific incident).</p>		
2.Design	9.1.A. Know and use the elements and principles of	When applying the elements and principles of	Why and how do artists apply the elements of

<p>each art form to create works in the arts and humanities.</p> <ul style="list-style-type: none"> • Elements ☑ Dance: • energy/force • space • time ☑ Music: • duration • intensity • pitch • timbre ☑ Theatre: • scenario • script/text • set design ☑ Visual Arts: • color • form/shape • line • space • texture • value • Principles ☑ Dance: • choreography • form • genre • improvisation • style • technique ☑ Music: • composition • form • genre • harmony • rhythm • texture ☑ Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice ☑ Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony <p>9.1.B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <ul style="list-style-type: none"> • Dance: • move • perform • read and notate dance • create and choreograph • improvise • Music: • sing • play an instrument • read and notate music • compose and arrange • improvise • Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct • Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media <p>9.1.C. Identify and use comprehensive vocabulary within each of the arts</p>	<p>design to create art, you need to use various problem solving and decision making skills.</p>	<p>art and principles of design in works of art? How do the principles of design and the elements of art enhance your individual work?</p>
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9.1.D. Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.

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

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

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

- Analyze the use of materials.

- Explain issues of cleanliness related to the arts.

- Explain the use of mechanical/electrical equipment.

- Demonstrate how to work in selected physical space/environment.

- Demonstrate the selection of safe props/stage equipment.

- Demonstrate methods for storing materials in the arts.

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

- Explain and demonstrate traditional technologies (e.g., paint, tools, sponges,

	<p>weaving designs, instruments, natural pigments/glazes).</p> <ul style="list-style-type: none"> • Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design) <p>9.3. A. Know and use the critical process of the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments <p>9.3.C. Identify and classify styles, forms, types and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).</p>		
<p>3.Production</p>	<p>9.1.A. Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <ul style="list-style-type: none"> • Elements ☑ Dance: • energy/force • space • time ☑ Music: • duration • intensity • pitch • timbre ☑ Theatre: • scenario • script/text • set design ☑ Visual Arts: • color • form/shape • line • space • texture • value • Principles ☑ Dance: • choreography • form • genre • improvisation • style • technique ☑ Music: • composition • form • genre • harmony • 	<p>Artists experiences with materials, tools, techniques, processes, and technology in combination with concepts and themes result in well- crafted works of art.</p>	<p>Why is the exploration and application of materials, tools, techniques, processes, and technology in a safe and responsible manner important in visual art?</p>

rhythm • texture

☒ Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice

☒ Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony

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

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

• Music: • sing • play an instrument • read and notate music • compose and arrange • improvise

• Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct

• Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

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

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

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

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

<ul style="list-style-type: none">• Analyze the use of materials.• Explain issues of cleanliness related to the arts.• Explain the use of mechanical/electrical equipment.• Demonstrate how to work in selected physical space/environment.• Demonstrate the selection of safe props/stage equipment.• Demonstrate methods for storing materials in the arts. <p>9.1.J. Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.</p> <ul style="list-style-type: none">• Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes).• Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design). <p>9.3.A. Know and use the critical process of the examination of works in the arts and humanities.</p>		
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	<p>9.3. D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments <p>9.3.E. Interpret and use various types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism 		
<p>4. Assessment/Critical Response</p>	<p>9.3.A. Know and use the critical process of the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments <p>9.3.B. Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).</p> <p>9.3.C. Identify and classify styles, forms, types and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).</p> <p>9.3.D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.</p> <p>9.3. E. Interpret and use various types of</p>	<p>Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one's own expression and those of others.</p>	<p>How is art analyzed and understood?</p>

	<p>critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism <p>9.3.F. Apply the process of criticism to identify characteristics among works in the arts.</p> <p>9.3.G. Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic's review and comparison of Alvin Ailey's Revelations to Tchaikovsky's Swan Lake).</p>		

Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study
 (These do NOT "spiral" throughout the entire curriculum, but are specific to each unit.)

Weeks of Instruction for a 6 th Grade/ 9 week art program	Title of Unit	Big Idea(s)	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)*	Common Resource(s)* Used
WEEK 1	portfolio	Design, Calligraphy	9.1.A,9.1.B,9.1.C,9.1.D, 9.1.E,9.1.H,9.1.J,9.3.C	By applying the elements and principles of design to the art, the work is enhanced. Calligraphy is an ornamental form of writing.	How do the principles of design and elements of art enhance your individual work? How do various lettering styles change the look of a word?	Assessment and evaluation sheet Product	Calligraphy books Reference materials Examples of art work

WEEK 2/3	Pop art	Roy Lichtenstein was the Pop artist who made art from comics	9.2.A,9.2.B,9.2.C,9.2.E,9.2.F,9.2.H,9.3.A,9.3.C,9.4.D,9.1.B,9.1.C,9.1.D,9.1.E,9.1.H,9.1.J,9.3.C,9.1.A,9.3.A,9.3.E,9.3.B,9.3.D,9.3.F	Pop art was the art of the 60's that transformed popular images into works of art.	How did Pop culture affect the art world?	Evaluation sheet Product	Videos Hand-outs Information sheets Examples of art work
WEEK 4,5,6	Name Design	Principles of design are the tools needed to make art	9.1A,9.1B,9.1C,9.1E,9.1H,9.3A,9.3E,9.4D	Art can be developed around a unifying theme. The principles of design are used to create works of art.	How can a unifying theme be used in a cohesive piece of art? How can the principles of design help to create an art piece?	Evaluation sheet Product	Hand-outs Reference materials Examples of art work
WEEK 7,8	Cubism	Piet Mondrian based his art on geometric shapes and primary colors.	9.1A,9.1B,9.1C,9.1D,9.1F,9.1H,9.1J,9.1K,9.2A,9.2B,9.2C,9.2D,9.2E,9.2F,9.2G,9.2I,9.2J,9.2K,9.2L,9.3A,9.3B,9.3D,9.3E,9.3F	Piet Mondrian's style of art was based on pure form and primary colors.	How can simple forms and primary colors be used to create work in the style of Mondrian?	Evaluation sheet Product	Video Hand-outs Worksheets Examples of art work
WEEK 9	Oaxaca	Oaxaca has a culture of art shown through its' intricate patterns and bright colors.	9.1A,9.1B,9.1C,9.1D,9.1E,9.1F,9.1H,9.1J,9.1K,9.2A,9.2B,9.2C,9.2D,9.2E,9.2F,9.2G,9.2I,9.2J,9.2K,9.2L,9.3A,9.3B,9.3D,9.3E,9.3F,.4D	Culture influenced the art of Oaxaca, Mexico.	How does the culture of Oaxaca, Mexico affect their art?	Evaluation sheet Product	Video Hand-outs Examples of art work
Week of instruction for 7 th grade/9 week art program							
WEEK 1,2,3	Portfolio	Op Art, of the 1960's, is a style based on optical illusions Calligraphy is an	9.1A,9.1B,9.1C,9.1D,9.1F,9.1H,9.1J,9.1K,9.2A,9.2B,9.2C,9.2D,9.2E,9.2F,9.2G,9.2H,9.2I,9.2J,9.2K,9.2L,9.3A,9.3B,9.3C,9	Op art can create movement through lines.	How did the Op artists use lines to create movement?	Product and evaluation sheet	Video Hand-outs Examples of art work

		ornamental style of lettering.	.3D,9.3E,9.3F,9.4B,9.4D				
WEEK 4,5,6	Pop Art	Pop Art, of the 1950's and 1960's, was based on Pop culture. Experiencing art in a museum setting is invaluable.	9.1A,9.1B,9.1C,9.1D,9.1E,9.1F,9.1H,9.1I,9.1J,9.1K,9.2A,9.2B,9.2C,9.2D,9.2E,9.2F,9.2G,9.2H,9.2I,9.2J,9.2K,9.2L,9.3A,9.3B,9.3C,9.3D,9.3E,9.3F,9.3G,9.4A,9.4B,9.4D	Pop art was the art of the 1960's that transformed popular images in to works of art.	How did the work of different Pop artists vary within the same style?	Product Worksheets Evaluation sheet	Video Hand-outs Examples of art work
WEEK 7,8,9	Quilt Design	Faith Ringgold was the first to use quilt as an art form. The history of quilt making has deep roots in PA.	9.1A,9.1B,9.1C,9.1E,9.1F,9.1H,9.1I,9.1K,9.2A,9.2B,9.2C,9.2D,9.2E,9.2F,9.2G,9.2H,9.2I,9.2J,9.2K,9.2L,9.3A,9.3B,9.3C,9.3D,9.3E,9.3F,9.3G,9.4A,9.4B,9.4D	Historical events influenced quilt design.	How did history influence the development of quilt designs?	Product Worksheets Evaluation sheet	Video Hand-outs Examples of art work
Week of instruction for 8 th grade/9 week art program							

WEEK 1	Portfolio	The evolution of stamp design is a visual time line. Designing stamps is just one of many art careers.	9.1A,9.1B,9.1C,9.1E,9.1H,9.1I,9.1K,9.2A,9.2B,9.2D,9.2E,9.2L,9.3E,9.3F,9.4,9.4C,9.4D	The design of stamps can convey many meanings (social, historical, etc.)	How can stamps convey different meanings?	Product Evaluation sheet	Examples of art work
WEEK 2,3	Careers	There are many careers with an art/design background.	9.1A,9.1B,9.1C,9.1D,9.1E,9.1F,9.1H,9.1I,9.1K,9.2A,9.2D,9.3A,9.3C,9.3D,9.3E,9.4B,9.4C,9.4D	There are many Careers in art responsible for the everyday items utilized by man.	What careers have a background in art and design?	Product Worksheet	Examples of art work Videos Hand-outs

WEEK 4,5	Idea Book	Artists use idea books to journal their thoughts.	9.1A,9.1B,9.1C,9.1E,9.1,9.1J,9.1K,9.3A,9.3E,9.4B	There is a process of planning in creating art work.	Why is the planning of color and design important in the creative process?	Hand-outs Product Evaluation sheet	Examples of art work Videos Hand-outs
WEEK 6,7	Design Sheet	Incorporating various ideas can create new images.	9.1A,9.1B,9.1C,9.1E,9.1H,9.1J,9.1K,9.3A,9.3E,9.4B	By utilizing many aspects of design, new images can be created.	How can new images be created through the designing process?	Product Evaluation Sheet	Examples of art work
WEEK 8,9	Painting	Knowledge of the color wheel enables success in mixing colors.	9.1A,9.1B,9.1C,9.1J,9.1K,9.3A,9.3E,9.3F,9.4B	Colors are successfully created with knowledge of the color wheel.	Why is the color wheel an essential tool for mixing colors?	Product Evaluation Sheet	Examples of art work Color Wheel Hand-outs

**Trinity Area School District
Template for Curriculum Mapping, 7**

Course: Art Grade: 6,7,8 Designer(s): F	Overview of Course (Briefly describe what students should understand and be able to do as a result of engaging in this course): By exploring art through history our students gain an understanding of various cultures and careers. Our students will recognize, know, use and demonstrate a variety of appropriate art elements and principles to produce original works of art.
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Overarching Big Ideas, Enduring Understandings, and Essential Questions
(These "spiral" throughout the entire curriculum.)

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
1. Art history/Culture	9.2.A. Explain the historical, cultural and social context of an individual work in the arts. 9.2.B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present). 9.2. 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) 9.2. E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas). 9.2.F. Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2.G. Relate works in the arts to geographic regions: <ul style="list-style-type: none"> • Africa • Asia 	Cultural norms affect (art) history.	How does culture influence art styles? How does geographic location influence works of art? How can art be affected by the time period in which it was created?

	<ul style="list-style-type: none"> • Australia • Central America • Europe • North America • South America <p>9.2.H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.</p> <p>9.3.A. Know and use the critical process of the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments <p>9.3.C. Identify and classify styles, forms, types and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).</p> <p>9.3.F. Apply the process of criticism to identify characteristics among works in the arts.</p> <p>9.4.D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's Destructive Periods in Russia During Stalin's and Deniken's Leadership conveys her memories and emotions of a specific incident).</p>		
2.Design	9.1.A. Know and use the elements and principles of	When applying the elements and principles of	Why and how do artists apply the elements of

each art form to create works in the arts and humanities.

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

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

- Dance: • move • perform • read and notate dance • create and choreograph • improvise
- Music: • sing • play an instrument • read and notate music • compose and arrange • improvise
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- Visual Arts: • paint • draw • craft • sculpt • print
- design for environment, communication, multi-media

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- Demonstrate how to work in selected physical space/environment.
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- Explain and demonstrate traditional technologies (e.g., paint, tools, sponges,

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<p>3.Production</p>	<p>9.1.A. Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <ul style="list-style-type: none"> • Elements ☒ Dance: • energy/force • space • time ☒ Music: • duration • intensity • pitch • timbre ☒ Theatre: • scenario • script/text • set design ☒ Visual Arts: • color • form/shape • line • space • texture • value • Principles ☒ Dance: • choreography • form • genre • improvisation • style • technique ☒ Music: • composition • form • genre • harmony • 	<p>Artists experiences with materials, tools, techniques, processes, and technology in combination with concepts and themes result in well- crafted works of art.</p>	<p>Why is the exploration and application of materials, tools, techniques, processes, and technology in a safe and responsible manner important in visual art?</p>

rhythm • texture

▣ Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice

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

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<p>4. Assessment/Critical Response</p>	<p>9.3.A. Know and use the critical process of the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments <p>9.3.B. Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).</p> <p>9.3.C. Identify and classify styles, forms, types and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).</p> <p>9.3.D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.</p> <p>9.3. E. Interpret and use various types of</p>	<p>Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one's own expression and those of others.</p>	<p>How is art analyzed and understood?</p>

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- Intuitive criticism

9.3.F. Apply the process of criticism to identify characteristics among works in the arts.

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

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Weeks of Instruction for a 6 th Grade/ 9 week art program	Title of Unit	Big Idea(s)	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)*	Common Resource(s)* Used
WEEK 1	portfolio	Design, Calligraphy	9.1.A,9.1.B,9.1.C,9.1.D, 9.1.E,9.1.H,9.1.J,9.3.C	By applying the elements and principles of design to the art, the work is enhanced. Calligraphy is an ornamental form of writing.	How do the principles of design and elements of art enhance your individual work? How do various lettering styles change the look of a word?	Assessment and evaluation sheet Product	Calligraphy books Reference materials Examples of art work

WEEK 2/3	Pop art	Roy Lichtenstein was the Pop artist who made art from comics	9.2.A,9.2.B,9.2.C,9.2.E,9.2.F,9.2.H,9.3.A,9.3.C,9.4.D,9.1.B,9.1.C,9.1.D,9.1.E,9.1.H,9.1.J,9.3.C,9.1.A,9.3.A,9.3.E,9.3.B,9.3.D,9.3.F	Pop art was the art of the 60's that transformed popular images into works of art.	How did Pop culture affect the art world?	Evaluation sheet Product	Videos Hand-outs Information sheets Examples of art work
WEEK 4,5,6	Name Design	Principles of design are the tools needed to make art	9.1A,9.1B,9.1C,9.1E,9.1H,9.3A,9.3E,9.4D	Art can be developed around a unifying theme. The principles of design are used to create works of art.	How can a unifying theme be used in a cohesive piece of art? How can the principles of design help to create an art piece?	Evaluation sheet Product	Hand-outs Reference materials Examples of art work
WEEK 7,8	Cubism	Piet Mondrian based his art on geometric shapes and primary colors.	9.1A,9.1B,9.1C,9.1D,9.1F,9.1H,9.1J,9.1K,9.2A,9.2B,9.2C,9.2D,9.2E,9.2F,9.2G,9.2I,9.2J,9.2K,9.2L,9.3A,9.3B,9.3D,9.3E,9.3F	Piet Mondrian's style of art was based on pure form and primary colors.	How can simple forms and primary colors be used to create work in the style of Mondrian?	Evaluation sheet Product	Video Hand-outs Worksheets Examples of art work
WEEK 9	Oaxaca	Oaxaca has a culture of art shown through its' intricate patterns and bright colors.	9.1A,9.1B,9.1C,9.1D,9.1E,9.1F,9.1H,9.1J,9.1K,9.2A,9.2B,9.2C,9.2D,9.2E,9.2F,9.2G,9.2I,9.2J,9.2K,9.2L,9.3A,9.3B,9.3D,9.3E,9.3F,9.4D	Culture influenced the art of Oaxaca, Mexico.	How does the culture of Oaxaca, Mexico affect their art?	Evaluation sheet Product	Video Hand-outs Examples of art work
Week of instruction for 7 th grade/9 week art program							
WEEK 1,2,3	Portfolio	Op Art, of the 1960's, is a style based on optical illusions Calligraphy is an	9.1A,9.1B,9.1C,9.1D,9.1F,9.1H,9.1I,9.1J,9.1K,9.2A,9.2B,9.2C,9.2D,9.2E,9.2F,9.2G,9.2H,9.2I,9.2J,9.2K,9.2L,9.3A,9.3B,9.3C,9.	Op art can create movement through lines.	How did the Op artists use lines to create movement?	Product and evaluation sheet	Video Hand-outs Examples of art work

		ornamental style of lettering.	.3D,9.3E,9.3F,9.4B,9.4D				
WEEK 4,5,6	Pop Art	Pop Art, of the 1950's and 1960's, was based on Pop culture. Experiencing art in a museum setting is invaluable.	9.1A,9.1B,9.1C,9.1D,9.1E,9.1F,9.1H,9.1I,9.1J,9.1K,9.2A,9.2B,9.2C,9.2D,9.2E,9.2F,9.2G,9.2H,9.2I,9.2J,9.2K,9.2L,9.3A,9.3B,9.3C,9.3D,9.3E,9.3F,9.3G,9.4A,9.4B,9.4D	Pop art was the art of the 1960's that transformed popular images in to works of art.	How did the work of different Pop artists vary within the same style?	Product Worksheets Evaluation sheet	Video Hand-outs Examples of art work
WEEK 7,8,9	Quilt Design	Faith Ringgold was the first to use quilt as an art form. The history of quilt making has deep roots in PA.	9.1A,9.1B,9.1C,9.1E,9.1F,9.1H,9.1I,9.1K,9.2A,9.2B,9.2C,9.2D,9.2E,9.2F,9.2G,9.2H,9.2I,9.2J,9.2K,9.2L,9.3A,9.3B,9.3C,9.3D,9.3E,9.3F,9.3G,9.4A,9.4B,9.4D	Historical events influenced quilt design.	How did history influence the development of quilt designs?	Product Worksheets Evaluation sheet	Video Hand-outs Examples of art work
Week of instruction for 8 th grade/9 week art program							

WEEK 1	Portfolio	The evolution of stamp design is a visual time line. Designing stamps is just one of many art careers.	9.1A,9.1B,9.1C,9.1E,9.1H,9.1I,9.1K,9.2A,9.2B,9.2D,9.2E,9.2L,9.3E,9.3F,9.4,9.4C,9.4D	The design of stamps can convey many meanings (social, historical, etc.)	How can stamps convey different meanings?	Product Evaluation sheet	Examples of art work
WEEK 2,3	Careers	There are many careers with an art/design background.	9.1A,9.1B,9.1C,9.1D,9.1E,9.1F,9.1H,9.1I,9.1K,9.2A,9.2D,9.3A,9.3C,9.3D,9.3E,9.4B,9.4C,9.4D	There are many Careers in art responsible for the everyday items utilized by man.	What careers have a background in art and design?	Product Worksheet	Examples of art work Videos Hand-outs

WEEK 4,5	Idea Book	Artists use idea books to journal their thoughts.	9.1A,9.1B,9.1C,9.1E,9.1,9.1J,9.1K,9.3A,9.3E,9.4B	There is a process of planning in creating art work.	Why is the planning of color and design important in the creative process?	Hand-outs Product Evaluation sheet	Examples of art work Videos Hand-outs
WEEK 6,7	Design Sheet	Incorporating various ideas can create new images.	9.1A,9.1B,9.1C,9.1E,9.1H,9.1J,9.1K,9.3A,9.3E,9.4B	By utilizing many aspects of design, new images can be created.	How can new images be created through the designing process?	Product Evaluation Sheet	Examples of art work
WEEK 8,9	Painting	Knowledge of the color wheel enables success in mixing colors.	9.1A,9.1B,9.1C,9.1J,9.1K,9.3A,9.3E,9.3F,9.4B	Colors are successfully created with knowledge of the color wheel.	Why is the color wheel an essential tool for mixing colors?	Product Evaluation Sheet	Examples of art work Color Wheel Hand-outs