Pequea Valley School District
Art

Unit: Develop Craft-Element and Principles of Art and Studio space introduction

Course: Art Studio 2 **Grade: 7-8**

Planning the Focus Based on the Desired Result

What do you want all learners to know, understand and do by the end of the unit?

Big Idea: How do artists develop their own personal craft?

Unit Essential Question(s)

- Why do artists play, explore and test different art materials?
- What responsibilities come with freedom to create?
- What are the building blocks of Art and how do they influence the art you make?
- How do artists and designers care for and maintain materials, tools, and equipment?
- Why is it important for safety and health to understand and follow correct procedures?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.8.A
Know and use the elements and principles of each art form to create works in the arts and humanities.

Standard - 9.1.8.C
Identify and use comprehensive vocabulary within each of the arts forms.

Standard - 9.1.8.H
Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.

Pacing: Approximate number of class sessions per unit

3-4 days

Tier 3 Vocabulary (Content specific vocabulary)

Test, Play, Explore, Medium, Composition, Media, Craftsmanship, Line, Shape, Form, Color, Value, Texture, Space, Emphasis, Contrast, Balance, Movement, Rhythm, Proportion, Unity

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Artists use play and exploration of materials to develop their own personal craft when creating.
- The Elements and Principles of Art and Design, as they are applied to the specific media being studied.
- The Elements of Art are the physical parts creating your artwork.
- The Principles of Design are more conceptual and help you successfully arrange the elements in your artwork.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People create and interact with objects, places, and designs that bring meaning to their lives.
- Knowing where to obtain tools and materials is vital in time efficiency.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

1. Learners will begin to develop a skill set of using and manipulating different art tools within a variety of art mediums.
2. Learners will begin to identify and recognize the Elements of Art and the Principles of Design in the work they create.
3. Learners will also be able to properly use and access the tools and materials during their artistic processes.

Software/Resources:

- KQED Youtube Channel
- The Art of Ed Website
- http://everyarteverychild.org/resources/tools.html

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Art

Unit: Engage and Persist-Element and Principles concept focused work or art.

Course: Art Studio 2 **Grade: 7-8**

Planning the Focus Based on the Desired Result

What do you want all learners to know, understand and do by the end of the unit?

Big Idea: The trial and error process is essential to artistic growth.

Unit Essential Question(s)

- What role does persistence play in revisiting, refining, and developing work?
- How do artists grow and become accomplished in art forms?
- How does collaboratively reflecting on a work help us experience it more completely?
- How do artists and designers… work? ...determine whether a particular direction in their work is effective? ...learn from trial and error?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.8.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.

Standard - 9.1.8.K
Incorporate the specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

Standard - 9.3.8.A
Know and use the critical process of the examination of works in the arts and humanities.

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

Pacing: Approximate number of class sessions per unit

5 days

Tier 3 Vocabulary (Content specific vocabulary)

Engage, Persistence, Perseverance, Grit, Revisit, Perfecting, Developing, Growth, Effective, Reflection

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Learn to embrace problems of importance and develop focus within their artwork.
- Criteria is needed to guide the artmaking process and to achieve a goal.
- Various art making processes, techniques, and skills

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Artists and designers experiment with forms, structures, materials, concepts, media and art making approaches.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.
- How to apply methods to overcome creative blocks.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

1. Justify the decisions made during the art making process and after artwork finalization.
2. Learners will show evidence of revisiting, revising, and refining their artistic ideas (both visually and verbally).
3. Mini Project Evaluation: They will be able to assess what happens when the elements and principles are either used or excluded in artwork.

Software/Resources:

- http://everyarteverychild.org/resources/tools.html

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Pequea Valley School District
Art

Unit: Envision-Sculpture focused type of work.

Course: Art Studio 2 **Grade: 7-8**

Planning the Focus Based on the Desired Result

What do you want all learners to know, understand and do by the end of the unit?

Big Idea: Artists use a creative process to envision their work.

Unit Essential Question(s)

- What are the next steps in my creative process?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- Why do artists follow or break from established traditions?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.8.B
Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

Standard - 9.3.8.C
Identify and classify styles, forms, types and genre within art forms

Pacing: Approximate number of class sessions per unit

1-2 days

Tier 3 Vocabulary (Content specific vocabulary)

Envision, Plan, Process, Conception, Execution

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Practice and planning are essential in the artmaking process. (documentation of process)
- Criteria for artistic investigations. (documentations of thought process)

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
- People create and interact with objects, places, and designs that define, shape, enhance, and empower their lives.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

1. Learners will mentally picture the next steps in their artwork. They will be able to verbally explain these steps to their facilitator.
2. Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

Software/Resources:

- The Art of Ed website
- http://everyarteverychild.org/resources/tools.html

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Pequea Valley School District
Art

Unit: Express-Applied knowledge of the Elements and Principles to construct, develop and create an original watercolor painting.

Course: Art Studio 2 **Grade: 7-8**

Planning the Focus Based on the Desired Result

What do you want all learners to know, understand and do by the end of the unit?

Big Idea: Artists create works of art as a form of expression.

Unit Essential Question(s)

- How does knowing and using visual art vocabulary help us understand and interpret works of art?
- How do the Elements and Principles of art help artists organize their work?
- Why is it important to communicate a unifying theme or point of view in my artwork?
- How does refining work affect its meaning to the viewer?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.8.A
Know and use the elements and principles of each art form to create works in the arts and humanities.

Standard - 9.1.8.E
Communicate a unifying theme or point of view through the production of works in the arts.

Standard - 9.2.8.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*).

Pacing: Approximate number of class sessions per unit

12 days

Tier 3 Vocabulary (Content specific vocabulary)

Line, Shape, Form, Color, Value, Texture, Space, Emphasis, Contrast, Balance, Movement, Rhythm, Proportion, Unity, Conceptual, Communicate, Express, Meaning, Symbolism, Subject Matter, Content, Iconography, Motif, Interpret

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Visual art vocabularies
- Elements and Principles of art
- How to create a unifying theme in their artwork.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- How to read a work of art.
- How to synthesize and relate knowledge and personal experiences to make art.
- Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

1. Organize a work of art to emphasize ideas, feelings or meaning.
2. Create works that convey an idea, a feeling, or a meaning.
3. Alter artistic inspirations to create their own artwork/image.

Software/Resources:

- The Art of Ed website
- http://everyarteverychild.org/resources/tools.html

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Pequea Valley School District
Art

Unit: Observe-A work based on the exercise of Observation.

Course: Art Studio 2 **Grade: 7-8**

Planning the Focus Based on the Desired Result

What do you want all learners to know, understand and do by the end of the unit?

Big Idea: Artists observe to evaluate and gage their own work.

Unit Essential Question(s)

- What is the importance of looking at others' work?
- How do artists evaluate their own work?
- How do artists learn and grow through the critique process?
- What methods and processes are considered when preparing artwork for presentation?
- What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Keystone Eligible Content/PA Core Standard

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

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

9.2.8.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).

9.3.8.A Know and use the critical process of the examination of works in the arts and humanities. Compare and contrast, Analyze, Interpret, Form and test hypotheses, Evaluate/form judgments

Pacing: Approximate number of class sessions per unit

1-2 days

Tier 3 Vocabulary (Content specific vocabulary)

Critique, Evaluate, Observe, Content, Focal Point, All-Over Space, Formulate, Elements and Principles of Art, Themes

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Visual Art Vocabularies
- Know the difference between seeing and looking
- The Art of Seeing steps; Look, Observe, See, Describe, Analyze, and Interpret

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- The critique process allows artists to evaluate their work through the other's eyes.
- Sometimes in artwork, there is more than meets the eye. You must look closely!
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and are a record of social, cultural, and political experiences resulting in the cultivating or appreciation and understanding.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

1. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
2. Learn to look closer to see things that may otherwise not be seen. (See, Wonder, Think Graphic Organizer)
3. Evaluation of a work of art.

Software/Resources:

- The Art of Ed Website
- See, Wonder, Think Method
  https://www.edutopia.org/pdfs/stw/edutopia-stw-bates-artsintegration-template-organizers.pdf
- http://everyarteverychild.org/resources/tools.html

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Pequea Valley School District
Art

Unit: Reflect-Artist Statements

Course: Art Studio 2 **Grade: 7-8**

Planning the Focus Based on the Desired Result

What do you want all learners to know, understand and do by the end of the unit?

Big Idea: Artists gain insight to the impact of art through reflection.

Unit Essential Question(s)

- How do life experiences influence the way you relate to art?
- How do you "read" a work of art?
- What can we learn from our response to art?
- How is personal preference different from evaluation?
- Why does art help us gain perspective of the world around us?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.8.C
Identify and use comprehensive vocabulary within each of the arts forms.

Standard - 9.2.8.E
Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.

Standard - 9.3.8.D
Evaluate works in the arts and humanities using a complex vocabulary of critical response.

Standard - 9.4.8.B
Compare and contrast informed individual opinions about the meaning of works in the arts to others.

Pacing: Approximate number of class sessions per unit

7 days

Tier 3 Vocabulary (Content specific vocabulary)

Reflect, Society, Affect, Presentation, Cultivate, Appreciation, Artifacts, Impact

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Visual art vocabularies
- Historical events relevant to the current topic/class discussion.
- The opinions of others in the art world (i.e. critics, artists, etc).

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, and the natural world, as well as constructed environments.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

1. Write artist statement(s) about artwork.
2. Formulate and share their own opinions on topics discussed in class (both in verbal and written forms).

Software/Resources:

- The Art of Ed Website
- https://www.teachingchannel.org/videos/building-analysis-skills-special-ed-getty
- https://www.teachingchannel.org/videos/lenses-and-art-getty
- http://everyarteverychild.org/resources/tools.html

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Pequea Valley School District
Art

Unit: Stretch and Explore-Experimentation, Planning and Idea development for all works of art.

Course: Art Studio 2 **Grade: 7-8**

Planning the Focus Based on the Desired Result

What do you want all learners to know, understand and do by the end of the unit?

Big Idea: Artists explore ideas and techniques through practice sessions.

Unit Essential Question(s)

- How does the creation process stretch and grow an artist?
- How does making art attune people to their surroundings?
- Why do artists sketch?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.8.G
Explain the function and benefits of rehearsals and practice sessions.

Pacing: Approximate number of class sessions per unit

Throughout the entire course.

Tier 3 Vocabulary (Content specific vocabulary)

Experimentation, Creativity, Possibilities, Open-Ended, Solutions, Failure, Success

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- There is more than one solution to problems presented in the Art Studio.

- Sketching develops artist exploration and self expression.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Experimentation through sketching engages critical thinking.
- Failure comes before success.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

1. Learn to reach beyond the learner's capacity and embrace the opportunity to learn from my mistakes.
2. Experimentation and practice influences the learner's process. Evidence seen in material usage and techniques applied in artwork.
3. Discovery of various approaches during the creative process.

Software/Resources:

- The Art of Ed Website
- http://everyarteverychild.org/resources/tools.html

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Pequea Valley School District
Art

Unit: Understand Art Community-Viewing art through history and discussing the works as a means to gauge personal creative expression.

Course: Art Studio 2 **Grade: 7-8**

Planning the Focus Based on the Desired Result

What do you want all learners to know, understand and do by the end of the unit?

Big Idea: Community is an important part of Artistic growth.

Unit Essential Question(s)

- How does collaboration extend the creative process?
- How does engaging with our peers about art help us create works of art and design?
- How does art help us understand the lives of people or different times, places, and cultures?
- How do people contribute to their communities through artmaking?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.8.D
Demonstrate knowledge of at least two styles within each art form through performance or unique works.

Standard - 9.2.8.C
Relate works in the arts to varying styles and genre and to the periods in which they were created.

Standard - 9.2.8.D
Analyze a work of art from its historical and cultural perspective.

Pacing: Approximate number of class sessions per unit

6 days

Tier 3 Vocabulary (Content specific vocabulary)

Genre, Community, Collaboration, Context, History, Traditions, Culture

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- How to work in a group setting.
- The purpose of displaying your work in a public forum.
- Know culturally significant information depending on the artistic style and/or trend being discussed.
- What is an art show and its importance to the community?

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Art and culture are closely connected to each other.
- Visual imagery influences understanding of and responses to the world.
- Artists are inspired by the artists that came before them and use that inspiration to create their own body of artwork.
- It is important to contribute to your community.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

1. Collaborate to formulate ideas for their artwork. (Group Work)
2. Participate in the learning community of the Art Studio through verbal, written, and artistic activities.
3. Participate in an art show.

Software/Resources:

- http://everyarteverychild.org/resources/tools.html
- http://www.tate.org.uk/
- http://www.theartstory.org/
- The Art of Ed website
- http://www.artrageouswithnate.com/

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