Pequea Valley School District
Art

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

Course: Foundations of Art **Grade: 9-12**

Planning the Focus Based on the Desired Result

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

Unit Essential Question(s)

- 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?
- What responsibilities come with freedom to create?
- What technique or media is best suited for my concept?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.A
Know and use the elements and principles of each art form to create works in the arts and humanities.

Standard - 9.1.12.C
Integrate and apply advanced vocabulary to the arts forms.

Standard - 9.1.12.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 differences among selected physical space/environment.
- Evaluate the use and applications of safe props/stage equipment.
- Evaluate the use and apply safe methods for storing materials in the arts.

Pacing: Approximate number of class sessions per unit

10 days

Tier 3 Vocabulary (Content specific vocabulary)

Line, Shape, Form, Color, Value, Texture, Space, Emphasis, Contrast, Balance, Movement, Rhythm, Proportion, Unity, Composition, Media, Craftsmanship Design, Process

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".***

- 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.
- Artists today develop craft in a different way and allow the concept to drive the material being used

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.
- Collaborating with other artists can encourage a better understanding of a material, process, or craft.

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 create artwork utilizing the Elements of Art and the Principles of Design.
2. Learners will work in centers to encourage a "play" with materials and document their experience at each center.
3. Project Evaluation: They will be able to assess what happens when the elements and principles are either used or excluded in their artwork.
4. 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- A Two-Dimensional Drawing with an Elements and Principles concept focused work or art.
Course: Foundations of Art **Grade: 9-12**

Planning the Focus Based on the Desired Result

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

Big Idea: How do artists work through artistic roadblocks?

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 - 9.1.12.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.

Standard - 9.1.12.K
Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

Standard - 9.3.12.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

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

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, 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 artwork process and after artwork finalization.
2. Learners will show evidence of revisiting, revising, and refining their artistic ideas (both visually and verbally).

Software/Resources:

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

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Pequea Valley School District
Art

Unit: Envision-Construct an original work of art from concept to completion.

Course: Foundations of Art **Grade: 9-12**

Planning the Focus Based on the Desired Result

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

Unit Essential Question(s)

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

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.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 - 9.3.12.C
Apply systems of classification for interpreting works in the arts and forming a critical response.

Pacing: Approximate number of class sessions per unit

5 days

Tier 3 Vocabulary (Content specific vocabulary)

Envision, Plan, Process, Conception, Execution, Sketchbook

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.

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 artmaking 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 painting.
Course: Foundations of Art **Grade: 9-12**

Planning the Focus Based on the Desired Result

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

Unit Essential Question(s)

- 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?
- How does knowing and using visual art vocabularies help us understand and interpret works of art?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.E
Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.

Standard - 9.2.12.L
Identify, explain and analyze common themes, forms and techniques from works in the arts.

Pacing: Approximate number of class sessions per unit

10 days

Tier 3 Vocabulary (Content specific vocabulary)

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

- How to create a unifying theme in their artwork.
- Artistic appropriation

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 ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats
- 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. Create works that convey an idea, a feeling, or a meaning.
2. 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: Foundations of Art **Grade: 9-12**

Planning the Focus Based on the Desired Result

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

Unit Essential Question(s)

- What is an image?
- How does art preserve aspects of life?
- What methods and processes are considered when preparing artwork for presentation and preservation?
- What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Keystone Eligible Content/PA Core Standard

Standard - 9.2.12.G
Relate works in the arts to geographic regions: Africa, Asia, Australia, Central America, Europe, North America, and South America

Standard - 9.2.12.K
Identify, explain and analyze traditions as they relate to works in the arts (e.g., storytelling – plays, oral histories- poetry, work songs- bluegrass).

Standard - 9.4.12.C
Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.

Pacing: Approximate number of class sessions per unit

5 days

Tier 3 Vocabulary (Content specific vocabulary)

Observe, Content, Focal Point, All-Over Space, Formulate

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.***

- 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)

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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Art

Unit: Reflect-Artist Statements

Course: Foundations of Art **Grade: 9-12**

Planning the Focus Based on the Desired Result

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

Unit Essential Question(s)

- How do life experiences influence the way you relate to art?
- How is art used to impact the view of society?
- How do you "read" a work of art?
- What can we learn from our response to art?
- How is personal preference different from evaluation?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.C
Integrate and apply advanced vocabulary to the arts forms.

Standard - 9.2.12.E
Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.

Standard - 9.3.12.D
Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.

Standard - 9.4.12.B
Describe and analyze the effects that works in the arts have on groups, individuals and the culture.

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, with a focus on pushing past their comfort zone.

Course: Foundations of Art **Grade: 9-12**

Planning the Focus Based on the Desired Result

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

Unit Essential Question(s)

- How does the creation process stretch and grow an artist?
- How does making art attune people to their surroundings?
- What is the value of engaging in the process of art criticism?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.G
Analyze the effect of rehearsal and practice sessions.

Standard - 9.3.12.E
Examine and evaluate various types of critical analysis of works in the arts and humanities.

- Contextual criticism
- Formal criticism
- Intuitive criticism

Pacing: Approximate number of class sessions per unit

8 days

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.

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

- Failure comes before success.
- People gain insights into meanings of artwork by engaging in the processes of creation and art criticism.

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 and sketchbooks.
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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