Pequea Valley School District
Art

Unit: Observe - Sketchbook/Journal

Areas of focus:

- Learn to look closer to see things that may otherwise not be seen
- Distinguish different ways art is used to represent, establish, reinforce, and reflect group or personal identity
- Analyze how one's understanding of the world is affected by experiencing visual imagery

Project: **"What I Know"**

Description: *A project designed to highlight their understanding of their current art history knowledge thus creating a benchmark to build from*.

Objective:

-Gain understanding of their current art history knowledge.

-React to recognized work of art.

-Develop plans for a work of art through sketching.

Course: World 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:Artists Observe the world around them to engage with their surroundings.

Unit Essential Question(s)

- How do artists classify what they are seeing?
- What is Art?
- How does art preserve aspects of life?
- How do artists respond to a work of art?
- How does sketching help us develop our own thoughts as an artist?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.F Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.

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

Pacing: Approximate number of class sessions per unit

Throughout entire course

Tier 3 Vocabulary (Content specific vocabulary)

Observe, Content, Reflection, Grapple, Formulate, Response

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.
- Artists use sketching and journaling to grapple with ideas and formulate a plan.

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.
- Sketching is a means of critically responding to a work of art.

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. Sketching and journaling to formulate emerging ideas.

Software/Resources:

http://www.everyarteverychild.org/assessment/studiohabits.html

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner

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Pequea Valley School District
Art

Unit: Understanding Art Community

Areas of focus:

- Learn about art history and allow this information to inspire my own artwork (Ex: Fauvism, Cubism, Post-Impression, Contemporary Art, etc)
- Interact with other artists
- Formulate narratives for viewers
- Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

Project: **"Research"**
Description: *Developing strategies to collect information, and reflect on how this information will influence the art they will be creating.*
Objective:

- Learn research techniques
- Explore cultural influence in art

Course: World 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: Viewing art, creates conversation and develops perspective.

Unit Essential Question(s)

- How does collaboration extend the creative process?
- How does knowing the contexts, histories, and traditions or art forms 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 - 9.1.12.F
Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.

Standard - 9.2.12.C
Relate works in the arts to varying styles and genres and to the periods in which they were created.

Standard - 9.2.12.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, Artistic Movement, 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.
- An understanding of the concept of art movements and how the artistic "players" are involved in those movements.
- Know culturally significant information depending on the artistic style and/or trend being discussed.

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. Study artists, artistic movements/trends, and cultures.
3. Participate in the learning community of the Art Studio through verbal, written, and artistic activities.

Software/Resources:

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

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Pequea Valley School District
Art

Areas of focus:

- Use and care of artistic supplies
- Use multiple approaches for creative endeavors
- Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and design works of art.

DEVELOP CRAFT

Project: **"First Selected Country"**

Objective:

- Identify art forms specific to country
- Experimenting with new methods of creation
- Creating art utilizing new skills

Unit: Develop Craft **Course: World 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: With the variety of artforms, how can we develop the basic skills of creating these unique artforms?

Unit Essential Question(s)

- How does the knowledge of the elements and principles increase my skill as an artist?
- 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 are the traditions, techniques and tools of creation in art, as it relates to your selected region of the world?

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.

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

Pacing: Approximate number of class sessions per unit

10 days

Tier 3 Vocabulary (Content specific vocabulary)

*Specific to the region of the world and the medium(s) of creation.

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.

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 create artwork utilizing the Elements of Art and the Principles of Design.
2. Project Evaluation: They will be able to assess what happens when the elements and principles are either used or excluded in their artwork.
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

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Pequea Valley School District
Art

Unit: Engage and Persist **Course: World 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: What obstacles come with experimenting with new artforms?

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)

*Specific to the region of the world.

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 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 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

Areas of focus:

- Learn to create works that convey an idea, a feeling, or a meaning
- Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design
- Hypothesize ways in which art influences perception and understanding of human experiences.
- Analyze multiple ways that images influence people

Project: **"Second Selected Country"**
Objective:

- Cultural perspective
- Visual communication through art making

Unit: Express **Course: World 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?

<u>Big Idea</u>: Artist Express meaning through their artwork.

Unit Essential Question(s)

- How are we influenced by different countries' artforms, when creating our own art?
- Why is it important to communicate a unifying theme or point of view in my artwork?
- How does knowing and using visual art vocabulary help us understand and interpret works of art?
- How do artists express themselves through their artform?
- What role does culture play in developing our artist voice?

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.

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

Pacing: Approximate number of class sessions per unit

3 weeks

Tier 3 Vocabulary (Content specific vocabulary)

*Specific to the region of the world.

Conceptual, Communicate, Express, Meaning, Symbolism, Subject Matter, Content, Iconography, Motif, Interpret, Cultural Awareness, Perspective, Space, Value, Appropriation

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 vocabulary
- How to create a unifying theme in their artwork.
- Artistic appropriation
- Communication through the use of themes and symbols

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

- Culture influences 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. Create a work of art that is influenced by different cultures' art making practices.
2. Alter artistic inspirations to create their own artwork/image.

Software/Resources:

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

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Pequea Valley School District
Art

Areas of focus:

- Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas
- Learn to mentally picture the next steps in my artwork
- Hypothesize how art can create a social change.

Project: **"Second Selected Country"**
Objective:

- Experimentation with materials
- Strategizing approach to making
- Formulating a plan for their work

Unit: Envision **Course: World 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: Artists Envision their work prior to constructing the art.

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 steps in my creative process?
- How do artists structure a work of art?

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

- Standard - 9.1.12.A.
  Explain the historical, cultural and social context of an individual work in the arts.

- Standard - 9.1.12.D
  Analyze a work of art from its historical and cultural perspective.

Pacing: Approximate number of class sessions per unit

3 weeks

Tier 3 Vocabulary (Content specific vocabulary)

Envision, Plan, Process, Conception, Execution, Research, Analyze, Structure, Symbolism, The Creative 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".***

- Why practice and planning are essential in the artmaking process (documentation of process).
- How to develop criteria for artistic investigations through research and conceptualization of themes in art.
- How to analyze historical works of art from a different culture or region of the world.
- How to plan, revise and structure a work through the use of the elements and principles of art

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.
- Art is a reflection of life.
- Artists conceptualize works through analyzing other artists' works.

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.
3. Create a work of art based on their documented plans.

Software/Resources:

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

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Pequea Valley School District
Art

Unit: Reflect **Course: Asian 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: Artists use artist statements to communicate with the viewer.

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:

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

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Pequea Valley School District
Art

Areas of focus:

- Learn to reach beyond learner's capacity and embrace the opportunity to learn from my mistakes
- Learn through experimentation and allow this practice to influence future process

Project: **"Topic Unknown"**
Objective:

- Using social issues as inspiration for art
- Working as artists from conception to completion

Unit: Stretch and Explore **Course: World 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: Artists stretch and explore through risk taking in their art.

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.D. Demonstrate specific styles in combination through the production or performance of a unique work of art.
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 sketchbook.
3. Discovery of various approaches during the creative process.

Software/Resources:

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

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