Title: 5th – 8th grade Art

Unit:	**Drawing**
Big Ideas:	**Students learn to draw accurately. Students learn how to accurately apply value to create dimension.**
Unit Essential Questions:	**How do you develop young artists to draw more accurately? How to apply value accurately? How do the elements and principles of design help in a students' art?**

Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Essential Questions	Mini-Lessons/Activities	Instructional Materials	Assessments
1-15	9.15.A Know and use the elements an principle of each art form to create words in the arts and humanities. 9.1.5.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.5.C Know and use fundamental vocabulary within each of the arts forms 9.1.5.G Identify the function and benefits of rehearsal and practice sessions 9.1.5H Use and maintain materials, equipment, and tools safely at work and performance space 9.1.5.J Apply traditional and contemporary technologies for producing, performing , and exhibiting works in the arts 9.2.5A Explain the historical, cultural and social context of an individual work in the arts 9.2.5D Analyze a work of art from its historical and cultural perspective 1.2 Reading informational Text 1.4 Writing	*elements and principles of design *Line: contour, gesture, line quality/variation *value *observational drawing *continuous shading *light source: direct and indirect lighting	* How do you apply the elements and principles of design? * How do you train a student's eye to draw accurately? *How does sketching ideas help develop a final project? * How do you apply value to create dimension and form? *How can a culture or artist help influence/inspire your own art?	*introduction of the elements and principles of design and how they relate to the current project *blind contour drawing exercises * sketches to develop ideas for final project *technical practice of shading, blending of colors and proper coloring techniques *final drawing project **Grade Level Projects: Students will build upon prior knowledge and skills to do advance their art work each year.**	* visual references related to project *drawing supplies *teacher examples *examples or prior student work *worksheets if applicable *cultural or artist related visual examples if applicable to project	*planning stage assessment *mastery of technical skills assessment *end of project rubric

Title: 5th – 8th grade Art

Unit:	**Painting**
Big Idea:	**What techniques are used in painting?**
Unit Essential Questions:	**How do you blend paints to create value? How do you create various shades of a color? How do you control the flow of paints?**

Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Essential Questions	Mini-Lessons/Activities	Instructional Materials	Assessments
31-45	9.15.A Know and use the elements an principle of each art form to create words in the arts and humanities. 9.1.5.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.5.C Know and use fundamental vocabulary within each of the arts forms 9.1.5.G Identify the function and benefits of rehearsal and practice sessions 9.1.5H Use and maintain materials, equipment, and tools safely at work and performance space 9.1.5.J Apply traditional and contemporary technologies for producing, performing , and exhibiting works in the arts 9.2.5A Explain the historical, cultural and social context of an individual work in the arts 9.2.5D Analyze a work of art from its historical and cultural perspective 1.2 Reading Informational Text 1.4 Writing	*tints and shades *blending *broken brush stroke *wet on wet *dry brush *glazing *wash *texture *realism *abstract *expressive	*How do you create dimension with paints? *What is a tint and shade and how do you create them? *How is texture created with paint? *What are different painting styles?	*practice exercise learning painting techniques. *view sample paintings by artists or cultures *major painting project **Grade Level Projects: Students will build upon prior knowledge and skills to do advance their art work each year.**	*tempera paint *water color paint *canvas boards *water color paper *paint brushes *paint pallets and dishes *teacher visuals *artist/cultural visual samples of painting styles	*planning stage assessments *mastery of technical skills assessment *end of project rubric

Title: 5th – 8th grade Art

Unit:	**Ceramics/sculpture**
Big Ideas:	**How is it different to work three dimension compared to two dimension? How are the elements and principles of design applied to a dimensional piece of art?**
Unit Essential Questions:	**What type of materials can you use when creating a dimensional piece? What are the stages of clay? What is a glaze?**

Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Essential Questions	Mini-Lessons/Activities	Instructional Materials	Assessments
16-30	9.15.A Know and use the elements an principle of each art form to create words in the arts and humanities. 9.1.5.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.5.C Know and use fundamental vocabulary within each of the arts forms 9.1.5.G Identify the function and benefits of rehearsal and practice sessions 9.1.5H Use and maintain materials, equipment, and tools safely at work and performance space 9.1.5.J Apply traditional and contemporary technologies for producing, performing , and exhibiting works in the arts 9.2.5A Explain the historical, cultural and social context of an individual work in the arts 9.2.5D Analyze a work of art from its historical and cultural perspective 1.2 Reading Informational text 1.4 Writing	*negative space *positive space *elements and principles of design *stages of clay -earthenware -leatherhard -greenware -bisqueware *slip *slab construction *coil construction *kiln *glazing	* How do you properly balance space when working dimensionally? *What elements and principles of design relate to working with a three dimensional piece of art? * How do you work with clay in each of its stages? *What is a glaze and how do you properly apply it to bisqueware? *What materials can you use to create a sculpture and what have past artists used?	*planning stage *practice manipulating new materials to familiarize yourself with a new medium. *construction stage of clay -use molds, stamps and coils to create an original ceramic piece *glazing stage of clay **Grade Level Projects: Students will build upon prior knowledge and skills to do advance their art work each year.**	*sculptural materials *sculpting tools *clay *clay tools *glazes *paints *teacher examples *artist/cultural examples	*planning stage assessment *construction grade *glazing/painting grade