

9-11

Media and Technique

Curriculum

June 2024

Unit A: Drawing

Timeframe: 7 weeks

Mandatory Resources:

- Portfolio
- Worksheets

Optional Resources

- Videos
- Non-Representational artists (Wassily Kandinsky, Helen Frankenthaler, Alteronce Gumby (PA), Piet Mondrian)
- Line artists (Piet Mondrian, Andy Warhol (PA), Leonardo DaVinci)
- Tutorials
- Art textbooks

Academic Vocabulary:

- Media
 - Graphite
 - Ink
 - Charcoal
 - Chalk pastel
 - Oil pastel
 - Colored pencil
- Technique
- Non-Representational
- Abstract
- Elements of Art
 - Line
 - Contour
 - Continuous
 - Lyrical
 - Shape
 - Organic
 - Geometric
 - Color
 - Intensity
 - Complementary
 - Analogous
 - Warm
 - Cool
 - Primary
 - Secondary
 - Tertiary
 - Hue
 - Value
 - Hatching
 - Cross hatching
 - Stippling
 - Smooth blending
 - Rough blending
 - Sfumato
 - Tenebrism
 - Form

- Texture
 - Implied Texture
 - Actual Texture
- Space
 - Positive Space
 - Negative Space

Big Idea	Content	Objectives	Activities/Strategies	Assessment	PA Standards	National Standards
Elements of Art	Understand the media of drawing in regards to materials, techniques, processes, purposes, artists' styles and intent. Understand the elements of art and how different media can be useful to demonstrate the differing elements.	TLW: Know the varied purposes of drawing. Recognize the different drawing media and the benefits and drawbacks inherent of each medium. Know how to effectively manipulate traditional and non-traditional drawing media for different purposes. Understand the elements of art and how they can be used simultaneously to create a successful artwork. Know how to make aesthetic choices to create a strong composition with or without representation. Know how to plan, create and evaluate an original artwork using a variety of drawing media.	Teacher review of elements of art. Teacher demonstration of drawing media and various techniques within each medium. Independent practice with each medium. Teacher presentation of abstract and non-representational artists who effectively use the elements of art. Brainstorm sheet to plan how to incorporate all elements of art in one piece using differing drawing media. Creation of non-representational artwork to demonstrate knowledge of the elements of art along with technical skill with a variety of drawing media. Class critique of completed projects. (Optional guided questions): ● "Which elements were easiest to demonstrate?" ● "Which media did you enjoy using most?" ● "How do you feel about your overall composition?--does it work well together or does it seem separated?"	Informal Assessment Teacher will walk around the room and check for understanding. Formal Assessment Student participation in critique/reflection of "Non-representational Drawing" project. Teacher will provide feedback during critique of the "Non-representational Drawing" project. Students will submit completed "Non-representational Drawing" projects with rubric. Teacher will evaluate and leave feedback for "Non-representational Drawing" project.	9.1 A. Know and use the elements and principles of each art form to create works in the arts and humanities. 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. 9.1 C. Integrate and apply advanced vocabulary to the arts forms. 9.1 D. Demonstrate specific styles in combination through the production or performance of a unique work of art 9.1 E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 G. Analyze the effect of rehearsal and practice sessions. 9.1 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. 9.1 I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission. 9.1 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. 9.1 K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities. 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. 9.2 C. Relate works in the arts to varying styles and genre and to the periods in which they were created 9.2 D. Analyze a work of art from its historical and cultural perspective. 9.2 E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts. 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. 9.2 H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts. 9.2 I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts. 9.2 J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts. 9.2 K. Identify, explain and analyze traditions as they relate to works in the arts. 9.2 L. Identify, explain and analyze common themes, forms and techniques from works in the arts. 9.3 A. Explain and apply the critical examination processes of works in the arts and humanities. 9.3 B. Determine and apply criteria to a person's work and works of others in the arts. 9.3 C. Apply systems of classification for interpreting works in the arts and forming a critical response. 9.3 D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response. 9.3 E. Examine and evaluate various types of critical analysis of works in the arts and humanities. 9.3 F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work. Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 8: Interpret intent and meaning in artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work. Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art..

			“Was there an element or medium which you struggled with most?”		9.3 G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique. 9.4 A. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience. 9.4 B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture. 9.4 C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response. 9.4 D. Analyze and interpret a philosophical position identified in works in the arts and humanities.	
Line	Understand how to observe and accurately translate what is “seen” into an accurate representational visual image through the use of line.	TLW: Recognize the difference between contour, continuous and lyrical lines (optional: aggressive, contour with tone, blurred). Understand how to translate a 3D object into a 2D drawing by use of line. Observe and draw various objects using different line styles. Create an artwork with a focus on observation of a 3D object translated to a 2D drawing by using line.	Teacher demonstration of line styles. Discussion of observational drawing techniques necessary to see objects and translate them to drawing. Independent student practice of various line styles. Observational drawing practice of 3D objects. Creation of line drawing with a focus on observational drawing skills from looking at a 3D object. -(option) <i>What's in the Bag- focus on contour line of bookbag with emphasis on 4+ zoomed in details of bag.</i>	Informal Assessment Teacher will walk around the room and check for understanding. Line practice Formal Assessment Student participation in critique/reflection of completed line drawings. Teacher will provide feedback during critique of line drawings. Students will submit completed line drawings with rubric. Teacher will evaluate and leave feedback for line drawing.	9.1 A. Know and use the elements and principles of each art form to create works in the arts and humanities. 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. 9.1 C. Integrate and apply advanced vocabulary to the arts forms. 9.1 D. Demonstrate specific styles in combination through the production or performance of a unique work of art 9.1 G. Analyze the effect of rehearsal and practice sessions. 9.1 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. 9.2 B. Relate works in the arts chronologically to historical events. 9.2 C. Relate works in the arts to varying styles and genre and to the periods in which they were created 9.2 D. Analyze a work of art from its historical and cultural perspective. 9.2 E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts. 9.2 F. Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2 H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts. 9.3 E. Examine and evaluate various types of critical analysis of works in the arts and humanities. 9.3 G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work. Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
Value	Understand how to observe and accurately translate what is “seen” into an accurate representational visual image through the use of value.	TLW: Recognize the different media that can be used to demonstrate value. Understand how to translate form of a 3D object into a 2D drawing by use of various media with an emphasis of value. Observe and draw various value scales using graphite, charcoal and sharpie. Create an artwork with a focus on observation of the value in 3D objects	Teacher demonstration of value techniques for graphite (sfumato), charcoal (tenebrism) and Sharpie (hatching, cross hatching and stippling). Discussion of observational drawing techniques necessary to see the form of objects and translate them to drawing through use of value. Independent student practice of value using graphite, charcoal and Sharpie. Observational drawing practice of 3D objects.	Informal Assessment Teacher will walk around the room and check for understanding. Value practice Formal Assessment Student participation in critique/reflection of completed value still life drawings. Teacher will provide feedback during critique of value still life drawings.	9.1 A. Know and use the elements and principles of each art form to create works in the arts and humanities. 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. 9.1 C. Integrate and apply advanced vocabulary to the arts forms. 9.1 D. Demonstrate specific styles in combination through the production or performance of a unique work of art. 9.1 E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 G. Analyze the effect of rehearsal and practice sessions. 9.1 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. 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. 9.2 C. Relate works in the arts to varying styles and genre and to the periods in which they were created 9.2 D. Analyze a work of art from its historical and cultural perspective. 9.2 E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 7: Perceive and analyze artistic work.

		translated to a 2D drawing by using value techniques.	Creation of still life using all 3 value media effectively in one cohesive drawing.	Students will submit completed value still life drawing with rubric. Teacher will evaluate and leave feedback for value still life drawing.		Anchor Standard 9: Apply criteria to evaluate artistic work. Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
Color	Understand how to observe and accurately translate what is “seen” into an accurate representational visual image through the use of color.	TLW: Recognize the different media that can be used to demonstrate color.. Understand how to match colors of an original object/image by blending and mixing colors. Observe and match various color hues, values and intensities by mixing primary colors. Create an artwork with a focus on observation of color matching translated to a 2D drawing by using color theory knowledge and color blending techniques.	Teacher presentation of color theory and demonstration of color matching by use of mixing primary colors. Independent student practice using colored pencils to complete a color theory packet to demonstrate knowledge of how to create primary, secondary, tertiary, complementary, intensity and analogous colors. Project 1: Colored Matching- students will blend colored pencils to effectively match the colors of an original image. -(option) <i>Georgia O’Keeffe inspired flowers focus on abstracting by cropping and focus on color.</i> Project 2: Color Matching- students will use chalk or oil pastels to effectively match the colors of an original image. -(option) <i>Nightscenes on black paper emphasize intense/vibrant colors on dark backgrounds.</i>	Informal Assessment Teacher will walk around the room and check for understanding. Color practice Formal Assessment Student participation in critique/reflection of completed color matching project 1. Teacher will provide feedback during critique of color matching project 1. Students will submit completed color matching project 1 with rubric. Teacher will evaluate and leave feedback for color matching project 1. Student participation in critique/reflection of completed color matching project 2. Teacher will provide feedback during critique of color matching project 2. Students will submit completed color matching project 2 with rubric. Teacher will evaluate and leave feedback for color matching project 2.	9.1 A. Know and use the elements and principles of each art form to create works in the arts and humanities. 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. 9.1 C. Integrate and apply advanced vocabulary to the arts forms. 9.1 D. Demonstrate specific styles in combination through the production or performance of a unique work of art 9.1 E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 G. Analyze the effect of rehearsal and practice sessions. 9.1 H. 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Identify, explain and analyze traditions as they relate to works in the arts. 9.2 L. Identify, explain and analyze common themes, forms and techniques from works in the arts. 9.3 A. Explain and apply the critical examination processes of works in the arts and humanities. 9.3 B. Determine and apply criteria to a person’s work and works of others in the arts. 9.3 C. Apply systems of classification for interpreting works in the arts and forming a critical response. 9.3 D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response. 9.3 E. Examine and evaluate various types of critical analysis of works in the arts and humanities. 9.3 F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time. 9.3 G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one’s own analysis and critique. 9.4 B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture.	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work. Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

UNIT B: Painting

Timeframe: 7 weeks

Mandatory Resources:

- Portfolio
- Worksheets

Optional Resources

- Videos
- Painting artists (Mary Cassatt (PA), Georges Suerat, Vincent van Gogh, Roy Lichtenstein)
- Tutorials
- Art textbooks

Academic Vocabulary:

- Watercolor
 - Wash
 - Graded wash
 - Dry brush
 - Resist
 - Wet on wet
- Acrylic
 - Impasto
 - Pointillism
- Value
- Hue
- Intensity
- Complementary
- Analogous
- Warm
- Cool

Big Idea	Content	Objectives	Activities/Strategies	Assessment	PA Standards	National Standards
Watercolor Paint	Understand the watercolor medium in regards to materials, techniques, processes and artists' styles. Understand how to develop observational, technical and aesthetic skills to create original	TLW: Know the different qualities of multiple traditional and non-traditional painting materials, techniques of application and how these qualities impact the composition. Know how to effectively manipulate traditional and non-traditional painting media for a variety of purposes. Recognize how artists from different time periods and	Teacher demonstration of how to evenly divide watercolor paper into 12 sections using a ruler and white crayon for watercolor resist. -students will follow along on their own pages. Teacher demonstration of 12 (or more) watercolor techniques, explaining uses and challenges of each technique. Independent student practice of demonstrated techniques on watercolor paper.	Informal Assessment Teacher will walk around the room and check for understanding. Watercolor technique sheet Formal Assessment Students will submit completed watercolor tray projects with rubric. Teacher will evaluate and leave feedback for the watercolor tray project.	9.1 A. Know and use the elements and principles of each art form to create works in the arts and humanities. 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. 9.1 C. Integrate and apply advanced vocabulary to the arts forms. 9.1 D. Demonstrate specific styles in combination through the production or performance of a unique work of art. 9.1 E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 G. Analyze the effect of rehearsal and practice sessions.	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

	works of art using watercolor paint.	cultures have used watercolor paints. Understand elements of design and how they are used in watercolor painting. Be able to make aesthetic choices to communicate meaning in painting. Be able to plan, create, evaluate and explain an original artwork using watercolor paint.	Teacher presentation of artists' watercolor works and discussion works. (Possible guided questions): • "What techniques do you recognize?" • "Which part do you feel was most challenging?" • "Would you have used different techniques?" • "Do you see any areas you think may have been unintentional?" Project 1: Watercolor Tray Painting- students will demonstrate understanding and technical skill of watercolor trays by creating a painting and demonstrating a variety of watercolor techniques effectively. <i>(option) Watercolor Still Life to practice lightly sketching details and layering light washes to build value for realistic representation.</i> Project 2: Watercolor Tube Painting- students will demonstrate understanding and technical skill of watercolor tubes by creating a painting and demonstrating a variety of watercolor techniques effectively. <i>(option) Watercolor Fish to practice using watercolor tubes to create vibrant colors and fluid painting effects.</i> Critique or reflection to compare both projects. (Possible guided questions): • "What techniques did you use in each—were any the same?" • "Which part did you feel was most challenging?" • "Which watercolor medium did you prefer?" • "Are any details unintentional?"	Students will submit completed watercolor tube projects with rubric. Teacher will evaluate and leave feedback for the watercolor tube project. Student participation in critique/reflection of completed watercolor projects. Teacher will provide feedback during critique of watercolor projects.	9.1 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. 9.1 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. 9.1 K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities. 9.2 C. Relate works in the arts to varying styles and genre and to the periods in which they were created 9.2 D. Analyze a work of art from its historical and cultural perspective. 9.2 E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts. 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. 9.2 K. Identify, explain and analyze traditions as they relate to works in the arts. 9.2 L. Identify, explain and analyze common themes, forms and techniques from works in the arts. 9.3 A. Explain and apply the critical examination processes of works in the arts and humanities. 9.3 B. Determine and apply criteria to a person's work and works of others in the arts. 9.3 C. Apply systems of classification for interpreting works in the arts and forming a critical response. 9.3 D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response. 9.3 E. Examine and evaluate various types of critical analysis of works in the arts and humanities. 9.3 F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time. 9.3 G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.	Anchor Standard 6: Convey meaning through the presentation of artistic work. Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 8: Interpret intent and meaning in artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work. Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
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Acrylic Paint	Understand the acrylic painting medium in regards to materials, techniques, processes and artists' styles. Understand how to develop observational, technical and aesthetic skills to create original works of art using acrylic paint.	TLW: Know the different qualities of multiple traditional and non-traditional painting materials, techniques of application and how these qualities impact the composition. Know how to effectively manipulate traditional and non-traditional painting media for a variety of purposes. Recognize how artists from different time periods and cultures have used acrylic paints. Understand elements of design and how they are used in acrylic painting. Be able to make aesthetic choices to communicate meaning in painting. Be able to plan, create, evaluate and explain an original artwork using acrylic paint.	Teacher presentation and class discussion of artists who use acrylic paints. (Possible guided questions): • "What differences/similarities do you notice from the watercolor artists?" • "What do you like or notice first about the work?" • "What similarities/differences do you notice between the acrylic artists?" Teacher review of color theory and demonstration of acrylic color mixing techniques. Independent student practice on color mixing sheet. Project 1: Realistic Acrylic Painting- students will demonstrate observational skills, color mixing skills and technical painting skills to recreate a photograph in a hyperrealistic painting. <i>(option) Car Detail Painting to practice using cameras to take interesting photographs and then using observational skills to recreate the photographs and hyperrealistic acrylic paintings.</i> Critique of completed realistic paintings. (Possible guided questions): • "What do you notice first about the painting?" • "What was most successful?" • "What was most challenging?" Project 2: Stylistic Acrylic Painting- students will demonstrate understanding of a stylistic acrylic painting technique. <i>(options) Impasto, Pop Art or Pointillism to demonstrate</i>	Informal Assessment Teacher will walk around the room and check for understanding. Color mixing sheet Formal Assessment Students will submit completed realistic acrylic projects with rubric. Teacher will evaluate and leave feedback for a realistic acrylic project. Student participation in critique/reflection of completed realistic acrylic projects. Teacher will provide feedback during critique of realistic acrylic projects. Students will submit completed stylistic acrylic painting with rubric. Teacher will evaluate and leave feedback for stylistic acrylic painting. Student participation in critique/reflection of completed stylistic acrylic painting. Teacher will provide feedback during critique of stylistic acrylic painting.	9.1 A. Know and use the elements and principles of each art form to create works in the arts and humanities. 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. 9.1 C. Integrate and apply advanced vocabulary to the arts forms. 9.1 D. Demonstrate specific styles in combination through the production or performance of a unique work of art. 9.1 E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 G. Analyze the effect of rehearsal and practice sessions. 9.1 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. 9.1 I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission. 9.1 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. 9.1 K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities. 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. 9.2 C. Relate works in the arts to varying styles and genre and to the periods in which they were created 9.2 D. Analyze a work of art from its historical and cultural perspective. 9.2 E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts. 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. 9.2 H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts. 9.2 I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts. 9.2 J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts. 9.2 K. Identify, explain and analyze traditions as they relate to works in the arts. 9.2 L. Identify, explain and analyze common themes, forms and techniques from works in the arts. 9.3 A. Explain and apply the critical examination processes of works in the arts and humanities. 9.3 B. Determine and apply criteria to a person's work and works of others in the arts. 9.3 C. Apply systems of classification for interpreting works in the arts and forming a critical response.	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work. Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 8: Interpret intent and meaning in artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work. Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
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			<i>understanding of non-traditional painting styles</i> Critique of completed stylistic paintings. (Possible guided questions): • “What do you notice first about the painting?” • “What was most successful?” • “What was most challenging?”		9.3 D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response. 9.3 E. Examine and evaluate various types of critical analysis of works in the arts and humanities. 9.3 F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time. 9.3 G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique. 9.4 A. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience. 9.4 B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture. 9.4 C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response. 9.4 D. Analyze and interpret a philosophical position identified in works in the arts and humanities.	
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UNIT C - Printmaking

Timeframe: 7 weeks

Mandatory Resources:

- Portfolio
- Worksheets

Optional Resources

- Videos
- Printmaking artists (Frida Kahlo, M.C. Escher, Albrecht Durer, Andy Warhol (PA), Hokusai, Pablo Picasso, Mary Cassatt (PA), Edvard Munch)
- Tutorials
- Art textbooks

Academic Vocabulary:

- Relief
- Lithograph
- Intaglio
- Serigraph (screen print)
- Stencil
- Carve
- Etch
- Ink
- Register
- Scribe
- Printing plate
- Printing press
- Edition
- Artist proof
- Brayer
- Squeegee

Big Idea	Content	Objectives	Activities/Strategies	Assessment	PA Standards	National Standards
Relief	Understand the media of printmaking in regards to materials, techniques, processes, purposes, artists' styles, approaches and intent. Understand how to develop observational technical and aesthetic skills	TLW: Know the four main printmaking processes (relief, lithograph, intaglio and serigraphy). Know the different qualities of traditional and non-traditional printmaking processes, materials and techniques and how they impact prints. Be able to effectively manipulate traditional	<i>(Prior to 1st print process only)</i> Presentation of four main printmaking processes: relief, lithograph, intaglio and serigraphy. Presentation of relief printmaking process and artists. Discussion and demonstration of technical aspects such as plate, block preparation, ink process, transfer process and signature/labeling of editions. Planning and creating of a successful edition of a 2 color block print.	Informal Assessment Teacher will walk around the room and check for understanding. Relief planning sketches Formal Assessment Students will submit a completed edition of a 2-color relief print. Teacher will evaluate and leave feedback for the edition of a 2-color relief print.	9.1 A. Know and use the elements and principles of each art form to create works in the arts and humanities. 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. 9.1 C. Integrate and apply advanced vocabulary to the arts forms. 9.1 D. Demonstrate specific styles in combination through the production or performance of a unique work of art. 9.1 E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 G. Analyze the effect of rehearsal and practice sessions. 9.1 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. 9.1 I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission. 9.1 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. 9.1 K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine

	to create original meaningful works of art using printmaking media.	and non-traditional printmaking media. Recognize artists from different time periods/cultures and how they have used printmaking media for a variety of purposes and intents. Understand how the elements of art are used in regards to printmaking. Be able to make aesthetic choices to create successful prints. Be able to successfully plan, complete, register, number, evaluate and explain a 2-color relief print.	<i>(option) Kahlo-Inspired Self Portrait to demonstrate understanding of facial proportions, compositional choices and the relief printing process.</i>	Student participation in critique/reflection of completed edition of a 2-color relief print. Teacher will provide feedback during the critique of edition of a 2-color relief print.	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. 9.2 C. Relate works in the arts to varying styles and genre and to the periods in which they were created 9.2 D. Analyze a work of art from its historical and cultural perspective. 9.2 E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts. 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. 9.2 H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts. 9.2 I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts. 9.2 J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts. 9.2 K. Identify, explain and analyze traditions as they relate to works in the arts. 9.2 L. Identify, explain and analyze common themes, forms and techniques from works in the arts. 9.3 A. Explain and apply the critical examination processes of works in the arts and humanities. 9.3 B. Determine and apply criteria to a person's work and works of others in the arts. 9.3 C. Apply systems of classification for interpreting works in the arts and forming a critical response. 9.3 D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response. 9.3 E. Examine and evaluate various types of critical analysis of works in the arts and humanities. 9.3 F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time. 9.3 G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique. 9.4 A. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience. 9.4 B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture. 9.4 C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response. 9.4 D. Analyze and interpret a philosophical position identified in works in the arts and humanities.	artistic techniques and work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work. Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 8: Interpret intent and meaning in artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work. Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Intaglio	Understand the media of printmaking in regards to materials, techniques, processes, purposes, artists' styles, approaches and intent. Understand how to develop observational technical and aesthetic skills to create original meaningful	TLW: Know the four main printmaking processes (relief, lithograph, intaglio and serigraphy). Know the different qualities of traditional and non-traditional printmaking processes, materials and techniques and how they impact prints. Be able to effectively manipulate traditional and non-traditional printmaking media.	<i>(Prior to 1st print process only)</i> Presentation of four main printmaking processes: relief, lithograph, intaglio and serigraphy. Presentation of intaglio printmaking process and artists. Discussion and demonstration of technical aspects such as plate, plate preparation, inking and printing press process, and signature/labeling of editions. Planning and creating of a successful edition of an intaglio print. <i>(option) Durer-Inspired Animals to demonstrate understanding of texture, aesthetic compositional</i>	Informal Assessment Teacher will walk around the room and check for understanding. Intaglio planning sketches Formal Assessment Students will submit a completed edition of an intaglio print. Teacher will evaluate and leave feedback for the edition of an intaglio print. Student participation in critique/reflection of	9.1 A. Know and use the elements and principles of each art form to create works in the arts and humanities. 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. 9.1 C. Integrate and apply advanced vocabulary to the arts forms. 9.1 D. Demonstrate specific styles in combination through the production or performance of a unique work of art. 9.1 E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 G. Analyze the effect of rehearsal and practice sessions. 9.1 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. 9.1 I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission. 9.1 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. 9.1 K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities. 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. 9.2 C. Relate works in the arts to varying styles and genre and to the periods in which they were created	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 6: Convey meaning

	works of art using printmaking media.	Recognize artists from different time periods/cultures and how they have used printmaking media for a variety of purposes and intents. Understand how the elements of art are used in regards to printmaking. Be able to make aesthetic choices to create successful prints. Be able to successfully plan, complete, register, number, evaluate and explain an intaglio print.	<i>choices and the intaglio printing process.</i>	completed edition of an intaglio print. Teacher will provide feedback during critique of the edition of an intaglio print.	9.2 D. Analyze a work of art from its historical and cultural perspective. 9.2 E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts. 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. 9.2 H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts. 9.2 I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts. 9.2 J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts. 9.2 K. Identify, explain and analyze traditions as they relate to works in the arts. 9.2 L. Identify, explain and analyze common themes, forms and techniques from works in the arts. 9.3 A. Explain and apply the critical examination processes of works in the arts and humanities. 9.3 B. Determine and apply criteria to a person's work and works of others in the arts. 9.3 C. Apply systems of classification for interpreting works in the arts and forming a critical response. 9.3 D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response. 9.3 E. Examine and evaluate various types of critical analysis of works in the arts and humanities. 9.3 F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time. 9.3 G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique. 9.4 A. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience. 9.4 B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture. 9.4 C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response. 9.4 D. Analyze and interpret a philosophical position identified in works in the arts and humanities.	through the presentation of artistic work. Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 8: Interpret intent and meaning in artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work. Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Serigraphy (Silk Screen)	Understand the media of printmaking in regards to materials, techniques, processes, purposes, artists' styles, approaches and intent. Understand how to develop observational technical and aesthetic skills to create original meaningful works of art using printmaking media.	TLW: Know the four main printmaking processes (relief, lithograph, intaglio and serigraphy). Know the different qualities of traditional and non-traditional printmaking processes, materials and techniques and how they impact prints. Be able to effectively manipulate traditional and non-traditional printmaking media. Recognize artists from different time periods/cultures and how they have used printmaking media for a	<i>(Prior to 1st print process only)</i> Presentation of four main printmaking processes: relief, lithograph, intaglio and serigraphy. Presentation of silkscreen printmaking process and Andy Warhol. Discussion and demonstration of technical aspects such as plate, plate preparation, inking and silk screen process, and signature/labeling of editions. Planning and cutting of stencil to use to create a successful edition of silk screen prints <i>(option) Warhol-Inspired Pop Art Prints to demonstrate understanding of Pop Art, stenciling, aesthetic compositional choices and the silk screen printing process.</i>	Informal Assessment Teacher will walk around the room and check for understanding. Intaglio planning sketches Formal Assessment Students will submit a completed edition of a silkscreen print. Teacher will evaluate and leave feedback for the edition of a silkscreen print. Student participation in critique/reflection of completed edition of a silkscreen print.	9.1 A. Know and use the elements and principles of each art form to create works in the arts and humanities. 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. 9.1 C. Integrate and apply advanced vocabulary to the arts forms. 9.1 D. Demonstrate specific styles in combination through the production or performance of a unique work of art. 9.1 E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 G. Analyze the effect of rehearsal and practice sessions. 9.1 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. 9.1 I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission. 9.1 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. 9.1 K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities. 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. 9.2 C. Relate works in the arts to varying styles and genre and to the periods in which they were created. 9.2 D. Analyze a work of art from its historical and cultural perspective. 9.2 E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts. 9.2 F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work.

		variety of purposes and intents. Understand how the elements of art are used in regards to printmaking. Be able to make aesthetic choices to create successful prints. Be able to successfully plan, complete, register, number, evaluate and explain a silkscreen print.		Teacher will provide feedback during critique of the edition of a silkscreen print.	9.2 G. Relate works in the arts to geographic regions. 9.2 H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts. 9.2 I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts. 9.2 J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts. 9.2 K. Identify, explain and analyze traditions as they relate to works in the arts. 9.2 L. Identify, explain and analyze common themes, forms and techniques from works in the arts. 9.3 A. Explain and apply the critical examination processes of works in the arts and humanities. 9.3 B. Determine and apply criteria to a person's work and works of others in the arts. 9.3 C. Apply systems of classification for interpreting works in the arts and forming a critical response. 9.3 D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response. 9.3 E. Examine and evaluate various types of critical analysis of works in the arts and humanities. 9.3 F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time. 9.3 G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique. 9.4 A. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience. 9.4 B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture. 9.4 C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response. 9.4 D. Analyze and interpret a philosophical position identified in works in the arts and humanities.	Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 8: Interpret intent and meaning in artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work. Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
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UNIT D - Sculpture

Timeframe: 7 weeks

Mandatory Resources:

- Portfolio
- Worksheets

Optional Resources

- Videos
- Sculpture artists (Benin, Michelangelo, Haring, Rodin, Marisol, Nevin (PA), Escobar, Boccioni, Nevelson, Calder (PA), Koons (PA), Lin)
- Tutorials
- Art textbooks

Academic Vocabulary:

- Casting
- Carving
- Modeling
- Assembling
- Additive
- Subtractive
- Freestanding
- Figure-in-the-round
- Mobile
- Relief
 - High relief
 - Low relief
- Wire sculpture
- Plaster
- Movement
 - Actual movement
 - Implied movement
- Balance
 - Symmetrical
 - Asymmetrical
- Space
 - Foreground
 - Middleground
 - Background

Big Idea	Content	Objectives	Activities/Strategies	Assessment	PA Standards	National Standards
Additive	Understand the media of sculpture in regards to materials, techniques, processes, purposes, artists' styles and approaches.	Know the four main sculpture processes (casting, carving, modeling and assembling). Understand what is meant by additive, subtractive,	<i>(Prior to 1st sculpture process only)</i> Presentation of four main sculptural processes and sculpture artists and review elements of art as they relate to 3D artwork and compare how the elements differ from 2D artwork. Discussion of famous artists' sculptures and technical aspects of	Informal Assessment Teacher will walk around the room and check for understanding. Additive sculpture planning sketches	9.1 A. Know and use the elements and principles of each art form to create works in the arts and humanities. 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. 9.1 C. Integrate and apply advanced vocabulary to the arts forms. 9.1 D. Demonstrate specific styles in combination through the production or performance of a unique work of art. 9.1 E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 G. Analyze the effect of rehearsal and practice sessions.	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work.

	Understand how to develop observational, technical and aesthetic skills to create original sculptures.	freestanding, high and low relief in terms of sculpture. Understand different qualities of traditional and non-traditional sculptural processes, materials and techniques. Be able to effectively manipulate traditional and non-traditional sculptural media to create an additive sculpture. Understand how the elements of art are utilized in additive sculptures. Be able to successfully plan, create and evaluate an aesthetic additive sculpture.	those works in relation to additive sculpture. Demonstration of sculpture techniques and processes to prepare students to create additive sculptures. Discussion of potential problems and brainstorming of problem-solving solutions as class. Planning and creation of an additive sculpture that effectively addresses the elements of art. (options) <i>-Haring-Inspired Wire Sculpture to demonstrate understanding of balance, movement, figure and freestanding sculpture from wire.</i> <i>-Calder-Inspired Mobile to demonstrate understanding of movement, mobile, balance and figure in the round through creating a hanging mobile.</i>	Formal Assessment Students will submit completed additive sculptures. Teacher will evaluate and leave feedback for additive sculptures. Student participation in critique/reflection of completed additive sculptures. Teacher will provide feedback during critique of additive sculptures.	9.1 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. 9.1 I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission. 9.1 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. 9.1 K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities. 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. 9.2 C. Relate works in the arts to varying styles and genre and to the periods in which they were created 9.2 D. Analyze a work of art from its historical and cultural perspective. 9.2 E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts. 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. 9.2 H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts. 9.2 I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts. 9.2 J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts. 9.2 K. Identify, explain and analyze traditions as they relate to works in the arts. 9.2 L. Identify, explain and analyze common themes, forms and techniques from works in the arts. 9.3 A. Explain and apply the critical examination processes of works in the arts and humanities. 9.3 B. Determine and apply criteria to a person's work and works of others in the arts. 9.3 C. Apply systems of classification for interpreting works in the arts and forming a critical response. 9.3 D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response. 9.3 E. Examine and evaluate various types of critical analysis of works in the arts and humanities. 9.3 F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time. 9.3 G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.	Anchor Standard 3: Refine and complete artistic work. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work. Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 8: Interpret intent and meaning in artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work. Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
Subtractive	Understand the media of sculpture in regards to materials, techniques, processes, purposes, artists' styles and approaches. Understand how to develop observational, technical and aesthetic skills to create original sculptures.	Know the four main sculpture processes (casting, carving, modeling and assembling). Understand what is meant by additive, subtractive, freestanding, high and low relief in terms of sculpture. Understand different qualities of traditional and non-traditional sculptural processes, materials and techniques.	(Prior to 1st sculpture process only) Presentation of four main sculptural processes and sculpture artists and review elements of art as they relate to 3D artwork and compare how the elements differ from 2D artwork. Discussion of famous artists' sculptures and technical aspects of those works in relation to subtractive sculpture with a focus on comparing figure-in-the-round to high and low relief sculptures. Demonstration of sculpture techniques and processes to prepare students to create subtractive sculptures.	Informal Assessment Teacher will walk around the room and check for understanding. Subtractive sculpture planning sketches Formal Assessment Students will submit completed subtractive sculptures. Teacher will evaluate and leave feedback for subtractive sculptures. Student participation in critique/reflection of	9.1 A. Know and use the elements and principles of each art form to create works in the arts and humanities. 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. 9.1 C. Integrate and apply advanced vocabulary to the arts forms. 9.1 D. Demonstrate specific styles in combination through the production or performance of a unique work of art. 9.1 E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 G. Analyze the effect of rehearsal and practice sessions. 9.1 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. 9.1 I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission. 9.1 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. 9.1 K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities. 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. 9.2 C. Relate works in the arts to varying styles and genre and to the periods in which they were created 9.2 D. Analyze a work of art from its historical and cultural perspective.	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 6: Convey meaning

		Be able to effectively manipulate traditional and non-traditional sculptural media to create a subtractive sculpture. Understand how the elements of art are utilized in subtractive sculptures. Be able to successfully plan, create and evaluate an aesthetic subtractive sculpture.	Discussion of potential problems and brainstorming of problem-solving solutions as class. Planning and creation of a subtractive sculpture that effectively addresses the elements of art. (options) -Boccioni-Inspired Plaster Sculpture to demonstrate understanding of figure, abstraction and the elements of art to create a figure-in-the-round from plaster. -Rodin-Inspired Relief Sculptures to demonstrate understanding of foreground, middleground and background to create a relief sculpture from balsa foam.	completed subtractive sculptures. Teacher will provide feedback during critique of subtractive sculptures.	9.2 E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts. 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. 9.2 H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts. 9.2 I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts. 9.2 J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts. 9.2 K. Identify, explain and analyze traditions as they relate to works in the arts. 9.2 L. Identify, explain and analyze common themes, forms and techniques from works in the arts. 9.3 A. Explain and apply the critical examination processes of works in the arts and humanities. 9.3 B. Determine and apply criteria to a person's work and works of others in the arts. 9.3 C. Apply systems of classification for interpreting works in the arts and forming a critical response. 9.3 D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response. 9.3 E. Examine and evaluate various types of critical analysis of works in the arts and humanities. 9.3 F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time. 9.3 G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.	through the presentation of artistic work. Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 8: Interpret intent and meaning in artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work. Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
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UNIT E - Ceramics

Timeframe: 7 weeks

Mandatory Resources:

- Portfolio
- Worksheets

Optional Resources

- Ceramic artwork and artists (ancient greek pottery, Rockwood pottery, Maria Martinez, Pablo Picasso, Redware pottery (PA), Peter Voulkos)
- Handbuilding Tutorial
- Handbuilding Video Tutorials
- Underglaze Technique Tutorials

Academic Vocabulary:

- Coil
- Drape
- Pinch Pot
- Slab
- Score
- Slip
- Wedge
- Emboss
- Incise
- Texture
- Glaze
 - Glaze
 - Transparent glaze
- Underglaze
- Kiln
- Firing
- Wet cleaning
- Boxwood tools
- Needle tool
- Ribs
- Ceramic
- Ware
 - Greenware
 - Bisqueware
 - Glazeware
- Plastic
- Leather
- Leatherhard
- Bonedry

Big Idea	Content	Objectives	Activities/Strategies	Assessment	PA Standards	National Standards
Handbuilding	Understand the media of ceramics in regards to materials,	Understand ceramics media includes the handbuilding processes of coil, slab, pinch pot and	Presentation of clay safety, tools and equipment usage. Discussion of famous artists' ceramic works and technical	Informal Assessment Teacher will walk around the room and check for understanding.	9.1 A. Know and use the elements and principles of each art form to create works in the arts and humanities. 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. 9.1 C. Integrate and apply advanced vocabulary to the arts forms.	Anchor Standard 1: Generate and conceptualize artistic ideas and work.

	techniques, processes and artists' styles. Understand how to develop observational, technical and aesthetic skills to create original ceramic artwork.	mold construction as well as wheel thrown pottery. Recognize and understand the different qualities of traditional and non-traditional ceramics processes, materials and techniques (decorative, building and glazing) and how they impact ceramic works. Be able to manipulate ceramic clay through handbuilding techniques. Understand how artists throughout history and cultures have used ceramic media for different purposes. Understand how elements of art are used in ceramics works. Be able to successfully plan, complete and evaluate a ceramic artwork.	aspects of those works in relation to ceramics with a focus on comparing handbuilding to pottery. Review of elements of art as they relate to 3D artwork. Demonstration of handbuilding techniques (coil, pinch and slab), attachment processes (score and slip) and carving processes (decorative versus finishing). Discussion of potential problems and brainstorming of problem-solving solutions as class. Planning and creation of 2 hand-built ceramic artworks that effectively address 2 or more hand building techniques. <i>(options)</i> <i>-Slab or Coil Negative Space Lanterns to demonstrate understanding of negative space, score and slip technique, and the slab/coil building technique</i> <i>-Illuminated Letters to demonstrate understanding of scoring and slipping, slab, coils and carving.</i>	Ceramic planning sketches Formal Assessment Students will submit completed ceramic project 1. Teacher will evaluate and leave feedback for ceramic project 1. Student participation in critique/reflection of completed ceramic project 1. Teacher will provide feedback during critique of ceramic project 1. Students will submit completed ceramic project 2. Teacher will evaluate and leave feedback for ceramic project 2. Student participation in critique/reflection of completed ceramic project 2. Teacher will provide feedback during critique of ceramic project 2.	9.1 D. Demonstrate specific styles in combination through the production or performance of a unique work of art. 9.1 E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 G. Analyze the effect of rehearsal and practice sessions. 9.1 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. 9.1 I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission. 9.1 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. 9.1 K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities. 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. 9.2 C. Relate works in the arts to varying styles and genre and to the periods in which they were created 9.2 D. Analyze a work of art from its historical and cultural perspective. 9.2 E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts. 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. 9.2 H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts. 9.2 I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts. 9.2 J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts. 9.2 K. Identify, explain and analyze traditions as they relate to works in the arts. 9.2 L. Identify, explain and analyze common themes, forms and techniques from works in the arts. 9.3 A. Explain and apply the critical examination processes of works in the arts and humanities. 9.3 B. Determine and apply criteria to a person's work and works of others in the arts. 9.3 C. Apply systems of classification for interpreting works in the arts and forming a critical response. 9.3 D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response. 9.3 E. Examine and evaluate various types of critical analysis of works in the arts and humanities. 9.3 F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time. 9.3 G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique. 9.4 A. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience. 9.4 B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture. 9.4 C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response. 9.4 D. Analyze and interpret a philosophical position identified in works in the arts and humanities.	Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work. Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 8: Interpret intent and meaning in artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work. Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
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UNIT F - Art Show Preparation

Timeframe: 1 week

Mandatory Resources:

- Student Artworks
- Nametags
- Paper for matting

Optional Resources

- Digital Portfolio
- Reflection Resources
- MS Office
- GoogleDoc

Academic Vocabulary:

- Matte
- Aesthetics
- Portfolio
- Crop
- Upload
- Reflection

Big Idea	Content	Objectives	Activities/Strategies	Assessment	PA Standards	National Standards
Digital Portfolio and Art Show Preparation	Digital Portfolio	TLW: Be able to reflect on own works of art. Be able to professionally photograph works of art. Be able to upload photographs to a digital format. Be able to establish a format for an [ongoing] portfolio of art for their high school career.	Presentation -Visuals -Class discussion In-class activities demonstrating understanding of a digital portfolio. -Photograph/scan artwork -Upload and crop images to a digital format (PowerPoint/ Google Slides) -Write a reflective statement for each artwork	Informal Assessment Teacher will walk around the room and check for understanding. Formal Assessment Students will share digital portfolios with teacher. Students will use a rubric to self-evaluate their portfolio/presentation. Teacher will evaluate the portfolio/presentation based on rubric.	9.1 A. Know and use the elements and principles of each art form to create works in the arts and humanities. 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. 9.1 C. Integrate and apply advanced vocabulary to the arts forms. 9.1 E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 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. 9.2 A. Explain the historical, cultural and social context of an individual work in the arts. 9.2 F. Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2 L. Identify, explain and analyze common themes, forms and techniques from works in the arts. 9.3 A. Explain and apply the critical examination processes of works in the arts and humanities. 9.3 B. Determine and apply criteria to a person's work and works of others in the arts. 9.3 C. Apply systems of classification for interpreting works in the arts and forming a critical response 9.3 D. Evaluate works in the arts and humanities using a complex vocabulary of critical response. 9.4 A. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work. Anchor Standard 7: Perceive and analyze artistic work.

					9.4 B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture. 9.4 C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response. 9.4 D. Analyze and interpret a philosophical position identified in works in the arts and humanities.	Anchor Standard 8 Interpret intent and meaning in artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work. Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Digital Portfolio and Art Show Preparation	Art Show Preparation	TLW: Be able to recognize the importance of displaying artwork. Be able to distinguish what makes an artwork more aesthetically pleasing. Be able to choose the best artworks. Be able to create a name tag for a 3D work.	Discussion on the purpose of art show. Teacher demonstration create nametags. Students will choose the best artworks. Students will make nametags and prep works for display.	Informal Assessment Teacher will walk around the room and check that students are following directions for making nametags.	9.1 A. Know and use the elements and principles of each art form to create works in the arts and humanities. 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. 9.1 C. Integrate and apply advanced vocabulary to the arts forms. 9.1 D. Demonstrate specific styles in combination through the production or performance of a unique work of art. 9.1 E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 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. 9.1 I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission. 9.2 A. Explain the historical, cultural and social context of an individual work in the arts. 9.2 F. Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2 L. Identify, explain and analyze common themes, forms and techniques from works in the arts. 9.3 B. Determine and apply criteria to a person's work and works of others in the arts. 9.4 A. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience. 9.4 B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture. 9.4 C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response. 9.4 D. Analyze and interpret a philosophical position identified in works in the arts and humanities	Anchor Standard #4: Analyze, interpret, and select artistic work for presentation. Anchor Standard #5: Develop and refine artistic work for a presentation.