

Wallenpaupack Area School District

Planned Course Curriculum Guide

Department

Fine Art Department

Art for Education

Course Description: Art for education is designed as an integrated course for the study of Art Education and the use of art across multiple disciplines in education. Students will explore the elements and principles of art and design while experiencing various methods materials in both 2-D and 3-D. Opportunity is provided for the student to develop unit and lesson plans, focusing on historic and cultural backgrounds. The relationship of art to other disciplines will be discussed where applicable. Students will develop career focused artifacts.

Initial Creation Date (if applicable) and Revision Dates: 12/2025

Wallenpaupack Area School District Curriculum	
COURSE: Art for Education	GRADE/S: 9-12
UNIT 1: Elements and Principles	TIMEFRAME: ~ 3 classes

PA COMMON CORE/NATIONAL STANDARDS:

9.1.12B Know and use the elements and principles of each art form to create works in the arts and humanities. Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

UNIT OBJECTIVES (SWBATS):

Students will practice using art vocabulary and create visual representation of the terms.
Students will be able to apply the techniques learned in a final vocab project (poster or book).

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Activities could include:

- Looking at artwork and describing it using elements and principles.
- Having students look at art and find which elements and principles are dominant.
- Critique different kinds of work, paintings, sculpture, prints, etc.
- Make simple projects that illustrate design and art vocabulary.
- Create a book or poster where the students find or create examples of each of the art vocab/elements and principles.

Skills worked on include:

- Understanding vocabulary and art concepts.
- Verbalizing thoughts about art and how to describe it.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Project grades 75- 100 points

Class work, practice with new material 10 – 20 points

Sketchbook 10 points (per assignment)

Tests 50 – 100 points

The following criteria are assessed for each of the projects:

Daily Work - Class work: Project work done during class time

Technique - Mastery of the skills that are covered in each unit, varies by unit

Craftsmanship - Neatly crafted and completed

Creativity - Original use of an idea, theme, concept or unique use of materials or principles

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Demonstration

Small group

Practice activities

Accommodations outlined in students' IEPs

RESOURCES (Technology Based Resources, Text Resources, etc.):

Scholastic Art Magazine

YouTube

Student examples

KEY VOCABULARY:

Elements: line, shape, form, color, value, space, texture

Principles: balance, contrast, emphasis, movement, pattern, rhythm, unity, variety

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Wallenpaupack Area School District Curriculum	
COURSE: Art for Education	GRADE/S: 9-12+
UNIT 2: Art and Psychology	TIMEFRAME: ~ 5 classes

PA COMMON CORE/NATIONAL STANDARDS:

9.1.12B Know and use the elements and principles of each art form to create works in the arts and humanities. Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

9.1.12 Know and use the elements and principles of each art form to create works in the arts and humanities. Visual Arts: • color • form/shape • line • space • texture • value

UNIT OBJECTIVES (SWBATS):

Students will explore art related to psychology.

Students will be able to explain the connection between art and psychology and create projects that show that connection.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Activities could include:

- Viewing examples of Rorschach prints and discussing it.
- Watch documentary clips on the Rorschach test and Neurographic art.
- Create artworks inspired by Rorschach prints and neurography designs.
Rorschach– Tempera paint used to create simple folded prints with black paint then primary colors. Then prints can be explored/embellished with sharpie to show what is “seen” in the print.
Neurography– Black sharpie is used to create free form lines and then rounded spaces that resemble the network of veins in the brain. Then color can be added with watercolor or colored pencil to create final art piece.

Skills worked on include:

- Learning how art can relate to the field of Psychology.
- Learning to create abstract art that is simple yet reflective.
- Understanding art can also be therapeutic.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Project grades 75- 100 points

Class work, practice with new material 10 – 20 points

Sketchbook 10 points (per assignment)

Tests 50 – 100 points

The following criteria are assessed for each of the projects:

Daily Work - Class work: Project work done during class time

Technique - Mastery of the skills that are covered in each unit, varies by unit

Craftsmanship - Neatly crafted and completed

Creativity - Original use of an idea, theme, concept or unique use of materials or principles

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Demonstration

Small group

Practice activities Accommodations outlined in students' IEPs
RESOURCES (Technology Based Resources, Text Resources, etc.) Scholastic Art Magazine YouTube Student samples
KEY VOCABULARY: Rorschach, ink blot, Neurography, organic shapes, Tools (Tempera paint, Sharpie markers, watercolor, colored pencils) Technique (printmaking, primary colors, abstract)

Wallenpaupack Area School District Curriculum	
COURSE: Art for Education	GRADE/S: 9-12+
UNIT 3: Bookmaking	TIMEFRAME: ~ 10 classes

PA COMMON CORE/NATIONAL STANDARDS: 9.1.12B Know and use the elements and principles of each art form to create works in the arts and humanities. Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media
UNIT OBJECTIVES (SWBATS): Students will explore bookmaking and ways that can be used by educators in their classroom. Students will be able to explain ways to create books and have created at least two of their own.
Activities could include: - Viewing examples of different books made from many materials and having to do with several different subjects. - Watch videos on bookmaking and traditional and contemporary ways of making books. - Look at example of ways different subjects/grade levels can use bookmaking to support a topic the students are learning. - Create books inspired by subjects the students are interested in and could be potential class they would teach: Zine – Create a simple zine that is instructional and uses the eight pages to teach something. Flip book – Use materials to create a quick versatile book based in nature. Accordion book – Create a folded accordion book that is an art piece with a subject that relates to the student creating it. Skills worked on include: - Learning how to adapt a project to fit an interest/subject. - Learning to create books. - Understanding the process of creating and project-based learning.
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Project grades 75- 100 points Class work, practice with new material 10 – 20 points Sketchbook 10 points (per assignment) Tests 50 – 100 points The following criteria are assessed for each of the projects: Daily Work - Class work: Project work done during class time

Technique - Mastery of the skills that are covered in each unit, varies by unit Craftsmanship - Neatly crafted and completed Creativity - Original use of an idea, theme, concept or unique use of materials or principles
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): Demonstration Small group Practice activities Accommodations outlined in students' IEPs
RESOURCES (Technology Based Resources, Text Resources, etc.): Books from the HS library Scholastic Art Magazine YouTube Student samples
KEY VOCABULARY: Zine, Flip book, Accordion book, cover, hinge, spine, typography Tools (paper, markers, colored pencil, pen, ink, glue, clamp, press) Technique (draft, fold, stitch, trim)

Wallenpaupack Area School District Curriculum	
COURSE: Art for Education	GRADE/S: 9-12+
UNIT 4: Creativity	TIMEFRAME: ~5 classes

PA COMMON CORE/NATIONAL STANDARDS: 9.1.12 Know and use the elements and principles of each art form to create works in the arts and humanities. Visual Arts: • color • form/shape • line • space • texture • value
UNIT OBJECTIVES (SWBATS): Students will explore brainstorming, flexible thinking and changing perspective . Students will be able to explain what creativity is and ways to work on flexible thinking.
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Activities could include: • Viewing images of common objects (spoon, box, rock, etc.), Ask what else it could be (boat, drum, tiny hat). • Empty Jars students are given large sheet with pics of empty jars and asked to collage, what goes in them, how are items organized, and who owns the jars. • Do a few of the projects and solution series created by Judith and Richard Wilde. Compare the ones the class did with the ones in their book. • Create artwork that is inspired by the subject they are most interested in and could see as part of their career path. Skills worked on include: • Learning how to think differently • Learning to experiment and be flexible with outcomes • Understanding what creativity is
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Project grades 75- 100 points Class work, practice with new material 10 – 20 points Sketchbook 10 points (per assignment) Tests 50 – 100 points

The following criteria are assessed for each of the projects
 Daily Work - Class work: Project work done during class time
 Technique - Mastery of the skills that are covered in each unit, varies by unit
 Craftsmanship - Neatly crafted and completed
 Creativity - Original use of an idea, theme, concept or unique use of materials or principles

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Demonstration
 Small group
 Practice activities
 Accommodations outlined in students' IEPs

RESOURCES (Technology Based Resources, Text Resources, etc.):

Wilde (2014) *The Process*, Lawrence King Publishing Ltd.
 Scholastic Art Magazine
 YouTube
 Student samples

KEY VOCABULARY:

Creativity, concept, brainstorm, experiment, explore, interpret, invent, visualize
 Tools (Drawing pencils, markers, ink, pens)
 Technique (collage, focus, process, intent, expressive, abstract, ink wash)

Wallenpaupack Area School District Curriculum

COURSE: Art for Education

GRADE/S: 9-12

UNIT 5: Functional Design

TIMEFRAME: ~5 classes

PA COMMON CORE/NATIONAL STANDARDS:

9.1.12B Know and use the elements and principles of each art form to create works in the arts and humanities. Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

UNIT OBJECTIVES (SWBATS):

Students will explore developing functional art.
 Students will be able to explain the design process from concept → sketch/prototype → final artwork and create a piece of their own.

Activities could include:

- Creating a functional vessel, (such as a mug). Using shape, texture and surface decoration to intentionally show their personal design.
- Develop functional and art from a concept to completion.

Skills worked on include:

- Learning to problem-solve creatively within constraints (limited space, materials)
- Understanding functionality and craftsmanship, texture, surface design, and finishing skills

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Project grades 75- 100 points
 Class work, practice with new material 10 – 20 points
 Sketchbook 10 points (per assignment)
 Tests 50 – 100 points

The following criteria are assessed for each of the projects:

Daily Work - Class work: Project work done during class time
 Technique - Mastery of the skills that are covered in each unit, varies by unit
 Craftsmanship - Neatly crafted and completed
 Creativity - Original use of an idea, theme, concept or unique use of materials or principles

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Demonstration
 Small group
 Practice activities
 Accommodations outlined in students' IEPs

RESOURCES (Technology Based Resources, Text Resources, etc.):

Scholastic Art Magazine
 YouTube
 Student samples

KEY VOCABULARY:

Functional, concept, transformation, symbolism, narrative, composition, contrast, perspective, layers, balance
 Tools (Clay, earthenware, polymer, slip, paint, brushes, wire, glue, craft items)
 Techniques (slip, score, kiln, glaze, base/foot, mixed media, modeling)

Wallenpaupack Area School District Curriculum

COURSE: Art for Education

GRADE/S: 9-12

UNIT 6: Transformative Design

TIMEFRAME: ~5 classes

PA COMMON CORE/NATIONAL STANDARDS:

9.1.12B Know and use the elements and principles of each art form to create works in the arts and humanities. Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

UNIT OBJECTIVES (SWBATS):

Students will explore developing conceptual art.
 Students will be able to explain the design process from concept → sketch/prototype → final artwork and create a piece of their own.

Activities could include:

- Reimagine everyday objects as art, (such what an empty Altoids container can become).
- Develop conceptual art from concept to completion.

Skills worked on include:

- Learning and exploring assemblage, miniatures, and mixed media
- Learning to problem-solve creatively within constraints (limited space, materials)
- Understanding functionality and craftsmanship, texture, surface design, and finishing skills

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Project grades 75- 100 points
 Class work, practice with new material 10 – 20 points
 Sketchbook 10 points (per assignment)
 Tests 50 – 100 points

The following criteria are assessed for each of the projects:

Daily Work - Class work: Project work done during class time Technique - Mastery of the skills that are covered in each unit, varies by unit Craftsmanship - Neatly crafted and completed Creativity - Original use of an idea, theme, concept or unique use of materials or principles	
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): Demonstration Small group Practice activities Accommodations outlined in students' IEPs	
RESOURCES (Technology Based Resources, Text Resources, etc.): Scholastic Art Magazine YouTube Student samples	
KEY VOCABULARY: Functional, concept, transformation, assemblage, symbolism, narrative, composition, contrast, perspective, layers, balance, miniature Tools (Paint, brushes, wire, glue, craft items) Techniques (mixed media, modeling, collage, additive)	
Wallenpaupack Area School District Curriculum	
COURSE: Art for Education	GRADE/S: 9-12
UNIT 7: Career-Focused Educational Art portfolio	TIMEFRAME: ~5 classes

PA COMMON CORE/NATIONAL STANDARDS: 9.1.12B Know and use the elements and principles of each art form to create works in the arts and humanities. Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media	
UNIT OBJECTIVES (SWBATS): Students will compile a portfolio showcasing integrating art and other subjects. Students will reflect on interdisciplinary applications and career pathways. Students will present work professionally with annotations and artists statements. Key Concepts: Professional presentation. Sequential organization.	
Activities could include: • Assemble works from previous units into a cohesive portfolio. • Write an artist statement connecting the students' focus with art. • Peer critique and final presentation. Skills worked on include: • Learning how to create a professional portfolio • Learning to write an artist statement • Understanding the connection between art and other disciplines, and ways to enhance students work with more in depth and engaging projects.	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Project grades 75- 100 points Class work, practice with new material 10 – 20 points Sketchbook 10 points (per assignment) Tests 50 – 100 points	

The following criteria are assessed for each of the projects:

Daily Work - Class work: Project work done during class time

Technique - Mastery of the skills that are covered in each unit, varies by unit

Craftsmanship - Neatly crafted and completed

Creativity - Original use of an idea, theme, concept or unique use of materials or principles

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Demonstration

Small group

Practice activities

Accommodations outlined in students' IEPs

RESOURCES (Technology Based Resources, Text Resources, etc.):

Teacher and student samples

KEY VOCABULARY:

Portfolio, layout, annotation, edition, narrative, curation, artifact, reflection, process documentation, revision