

Unit One: Elements and Principles of Visual Arts

Course Time: Integrated throughout the year

Overview: The students will be able to examine the visual elements and principles of design as a foundation for the visual arts.

Unit Essential Questions:

- How do people describe art when they make it or talk about it?
- How can many different tools be used to create one artwork?
- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does collaboration expand the creative process?

Pennsylvania (PA) Arts & Humanities Standards

9.1.3 Kindergarten – Third Grade

- A. Know and use the elements and principles of each art form to create works in the arts and humanities
- B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts
- C. Recognize and use fundamental vocabulary within each of the arts forms
- D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work
- E. Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts
- F. Identify works of others through a performance or exhibition
- G. Recognize the function of rehearsals and practice sessions
- H. Handle materials, equipment and tools safely
- I. Identify arts events that take place in schools and in communities.
- J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others
- K. Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities

National Arts & Humanities Standards:

- 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. Analyze, interpret, and select artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic work for presentation.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.
- Anchor Standard #7. Perceive and analyze artistic work.

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- 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.

Textbooks:

(List core textbook if applicable, please include title of textbook, publisher, and copyright date)

PA Core English Language Arts Standards Addressed in this Unit: C.C.1.2.1.A, C.C.1.2.1.B, C.C.1.2.1.C, C.C.1.2.1.E, C.C.1.3.1.J, C.C.1.4.1.A, C.C.1.3.1.C

PA Core Math Standards Addressed in this Unit: C.C.2.1.1.B,I, C.C.2.2.1.A.I, C.C.2.2.1.A.2, C.C.2.3.1.A.I, C.C.2.3.1.A.2

PA Core Science Standards Addressed in this Unit:

(Please include specific standards being addressed)

ISTE Standards:

(Please include specific standards being addressed)

Career Education and Work Standards:

(Please include specific standards being addressed)

Connecting to Common Core and Other Standards:

PA Standards found at www.pdesas.org/standards/standardsdownloads

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ISTE found at http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf

Career Education and Work found at www.pacareerstandards.com/

PA Career Education and Work Standards found at <http://www.pdesas.org/standard/views/#0|785|0|0>

*See Appendix for complete documents.

ELL Differentiation: Math & LA specifics found at <http://www.pdesas.org/curriculumframework/elloverlay>

Enrichment:

- Experiment with a variety of media at an art center upon completion of class project
- Activities at the art center are designed to allow further exploration of various media and techniques
- Invite guest artist to visit the classroom

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- Visit an art gallery or museum and create a report based on the experience
- Use of the computer; cybervisit an art museum
- Critique a work of art using the art elements as a guide for a class discussion
- Visit the library and read related literature

Remediation:

- Prompt students with questions that repeat the directions
- Rephrase, retell, review concepts taught
- Create small group cooperative group projects
- Conference with the instructor
- Post art vocabulary words, prints, and other visuals related to concepts being taught
- View videos and DVD's

(Please include additional generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction, SAS Portal Assessments and Resources found at <http://www.pdesas.org/modul/content/search/>)

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

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Standards Which content standard are being addressing? Be specific about what it is reinforced and how they are reinforcing it.	Concepts What students need to know. Concepts are derived from the Standards	Competencies What students need to be able to do (skills): Competencies are the actual tasks the students must be able to do in order to demonstrate mastery of the concept.	Vocabulary Vocabulary is pulled from the Keystone vocabulary, standards, concepts, and competencies and may repeat across units.	Materials, Activities, Resources List all of our materials, resources and instructional materials that will be / could be used, as well as online resources. Include suggested instructional activities and strategies to help students master the concept and meet the competencies	Assessments List all of the assessments (formative, summative, and project-based learning that could be used in this unit, that prove mastery. You should also include diagnostic assessments as appropriate.
TEMPLATE: Leave this template blank so it can be copied onto additional pages. Once you have copied this template onto the next page, please delete this "red" text so you can type in the new information.					

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
<ul style="list-style-type: none"> 9.1.3A 9.1.3B 9.1.3C 9.1.3D 9.1.3E 9.1.3F 9.1.3G 9.1.3H 9.1.3I 9.1.3J 9.1.3K <p>See unit introduction for description of standards</p>	<p>Reinforce Types of lines:</p> <ul style="list-style-type: none"> straight zigzag wavy loopy Interrupted (broken/ dashed) <p>Reinforce Direction of lines:</p> <ul style="list-style-type: none"> Diagonal horizontal vertical <p>Reinforce Qualities of Lines:</p> <ul style="list-style-type: none"> thick thin bold light 	<ul style="list-style-type: none"> View, discuss, and describe lines in works of art. Identify the types, directions, and qualities of lines Construct types of lines with various mediums and tools in art Apply all safety techniques and procedures for handling materials 	<p>Types of lines:</p> <ul style="list-style-type: none"> straight zigzag wavy loopy Interrupted (broken/ dashed) <p>Direction of lines:</p> <ul style="list-style-type: none"> Diagonal horizontal vertical <p>Qualities of Lines:</p> <ul style="list-style-type: none"> thick thin bold light 	<p>The instructor has the freedom to create individual lessons that will meet the standards. Activities could include, but are not limited to:</p> <p>Visual depictions of the types, directions and qualities of lines.</p> <p>Reproductions of artwork depicting the use of line: <i>The Tiger</i>, Marc Granz</p> <p>Activity: Create a project using assorted lines to decorate an object.</p> <p>Materials for projects could include but are not limited to:</p> <ul style="list-style-type: none"> paper markers crayons pencil colored pencil 	<p>Teacher observations</p> <p>Student projects (individual or group)</p> <p>Demonstration of skills and techniques</p> <p>Test / Quiz</p> <p>Question and answer sessions</p> <p>Class discussions and critiques</p> <p>Remediation and enrichment (see unit introduction) the visual arts unit for grades kindergarten to grade 5.</p>

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
<ul style="list-style-type: none"> ● 9.1.3A ● 9.1.3B ● 9.1.3C ● 9.1.3D ● 9.1.3E ● 9.1.3F ● 9.1.3G ● 9.1.3H ● 9.1.3I ● 9.1.3J ● 9.1.3K <p>See unit introduction for description of standards</p>	<p>Reinforce types of shapes:</p> <ul style="list-style-type: none"> ● Circle ● Square ● Triangle ● Rectangle ● Oval ● Diamond <p>Safety techniques and procedures for handling materials</p>	<ul style="list-style-type: none"> ● View, discuss, and describe works of art that display the various shapes ● Identify and recall types of shapes. ● Construct and combine shapes with various mediums. <p>Apply all safety techniques and procedures for handling materials</p>	<p>Types of Shape:</p> <ul style="list-style-type: none"> ● Circle ● Square ● Triangle ● Rectangle ● Oval ● Diamond 	<p>The instructor has the freedom to create individual lessons that will meet the standards. Activities could include, but are not limited to:</p> <p>Visual depictions of various types of shapes.</p> <p>Reproductions of artwork illustrating how artists use shape: <i>The Gate</i>, Hans Hofmann</p> <p>Activity: Combine and divide various shapes to great an image.</p> <p>Materials for projects could include but are not limited to:</p> <ul style="list-style-type: none"> ● scissors ● glue ● construction ● paper ● markers ● crayons 	<p>Teacher observations</p> <p>Student projects (individual or group)</p> <p>Demonstration of skills and techniques</p> <p>Test / Quiz</p> <p>Question and answer sessions</p> <p>Class discussions and critiques</p> <p>Remediation and enrichment (see unit introduction)</p>

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<ul style="list-style-type: none"> 9.1.3A 9.1.3B 9.1.3C 9.1.3D 9.1.3E 9.1.3F 9.1.3G 9.1.3H 9.1.3I 9.1.3J 9.1.3K <p>See unit introduction for description of standards</p>	<p>Reinforce Primary and Secondary colors:</p> <ul style="list-style-type: none"> Primary Colors (red, yellow, blue) Secondary Colors (orange, green, violet) <p>Color wheel</p> <p>Color position on the color wheel</p> <p>Safety techniques and procedures for handling materials</p>	<ul style="list-style-type: none"> View, discuss, and describe primary and secondary colors. Identify and recall the primary colors Combine the primary colors to generate the secondary colors with various mediums. Identify the correct color placement of the primary and secondary colors on the color wheel. Apply all safety techniques and procedures for handling materials 	<p>Primary Colors</p> <ul style="list-style-type: none"> Red Yellow Blue <p>Secondary Colors</p> <ul style="list-style-type: none"> Orange Green Violet <p>Color wheel</p>	<p>The instructor has the freedom to create individual lessons that will meet the standards. Activities could include, but are not limited to:</p> <p>Visual depictions of the color wheel and the primary and secondary colors</p> <p>Reproductions of artwork depicting color; suggestions: <i>Nixes Mate</i>, Larry Poons.</p> <p>Activity: Create the color wheel by utilizing and mixing the primary colors.</p>	<p>Teacher observations</p> <p>Student projects (individual or group)</p> <p>Demonstration of skills and techniques</p> <p>Test / Quiz</p> <p>Question and answer sessions</p> <p>Class discussions and critiques</p> <p>Remediation and enrichment (see unit introduction) the visual arts unit for grades kindergarten to grade 5.</p>

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
				<p>Materials for projects could include but are not limited to:</p> <ul style="list-style-type: none">• Paint brushes• watercolors• tempera paint• watercolor• crayon• tissue paper• cellophane	

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<ul style="list-style-type: none"> 9.1.3A 9.1.3B 9.1.3C 9.1.3D 9.1.3E 9.1.3F 9.1.3G 9.1.3H 9.1.3I 9.1.3J 9.1.3K <p>See unit introduction for description of standards</p>	<p>Reinforce the types of texture:</p> <p>Tactile:</p> <ul style="list-style-type: none"> smooth fuzzy bumpy scaley slippery gritty bricked <p>Visual:</p> <ul style="list-style-type: none"> smooth rough wooden soft sharp <p>Safety techniques and procedures for handling materials</p>	<ul style="list-style-type: none"> View, discuss, and describe works of art that display tactile and visual texture. Construct tactile and visual textures with various mediums and tools in art. Apply all safety techniques and procedures for handling materials 	<ul style="list-style-type: none"> Texture Tactile Texture Visual Texture 	<p>The instructor has the freedom to create individual lessons that will meet the standards. Activities could include, but are not limited to:</p> <p>Visual and tactile samples of various textures</p> <p>Reproductions of the art work depicting texture; examples could include but are not limited to: <i>Very Hungry Caterpillar</i>, Eric Carle</p> <p>Activity: Create a piece of art that displays simulated texture.</p> <p>Materials for the projects could include but are not limited to:</p> <ul style="list-style-type: none"> found objects Papers texture glue poster board 	<p>Teacher observations</p> <p>Student projects (individual or group)</p> <p>Demonstration of skills and techniques</p> <p>Test / Quiz</p> <p>Question and answer sessions</p> <p>Class discussions and critiques</p> <p>Remediation and enrichment (see unit introduction) the visual arts unit for grades kindergarten to grade 5.</p>

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
<ul style="list-style-type: none"> 9.1.3A 9.1.3B 9.1.3C 9.1.3D 9.1.3E 9.1.3F 9.1.3G 9.1.3H 9.1.3I 9.1.3J 9.1.3K <p>See unit introduction for description of standards</p>	<p>Reinforce space as an element of design.</p> <p>Types of Space:</p> <ul style="list-style-type: none"> Foreground Middle ground Background 	<p>View, discuss, and describe works of art that display space.</p> <p>Identify various types of space.</p> <p>Construct types of space with various mediums.</p> <p>Apply all safety techniques and procedures for handling materials</p>	<ul style="list-style-type: none"> Space Positive Space Negative Space Foreground Middle ground Background 	<p>The instructor has the freedom to create individual lessons that will meet the standards. Activities could include, but are not limited to:</p> <p>Visual depictions of foreground, middle ground and background</p> <p>Reproductions of paintings depicting diminishing size to create the illusion of distance (as it relates to the element of design) <i>Dressed Ballerina</i>, Edgar Degas</p> <p>Activity: Draw a landscape showing foreground, middle ground and background</p>	<p>Teacher observations</p> <p>Student projects (individual or group)</p> <p>Demonstration of skills and techniques</p> <p>Test / Quiz</p> <p>Question and answer sessions</p> <p>Class discussions and critiques</p> <p>Remediation and enrichment (see unit introduction) the visual arts unit for grades kindergarten to grade 5.</p>

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
				Materials for projects could include but are not limited to: <ul style="list-style-type: none">• pencils• paper• markers• colored pencils	

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<ul style="list-style-type: none"> ● 9.1.3A ● 9.1.3B ● 9.1.3C ● 9.1.3D ● 9.1.3E ● 9.1.3F ● 9.1.3G ● 9.1.3H ● 9.1.3I ● 9.1.3J ● 9.1.3K <p>See unit introduction for description of standards</p>	<p>Reinforce form as an element of design.</p> <p>Introduce forms: cone, wedge</p>	<p>View, discuss, and describe works of art that display the various types of forms.</p> <p>Identify various types of Forms.</p> <p>Construct types of Forms with various mediums.</p> <p>Apply all safety techniques and procedures for handling materials</p>	<ul style="list-style-type: none"> ● three dimensional art ● sculpture ● Ceramic ● Paper 	<p>The instructor has the freedom to create individual lessons that will meet the standards. Activities could include, but are not limited to:</p> <p>Visual depictions of various types of forms.</p> <p>Reproductions of the art work depicting form; examples could include but are not limited to: <i>The Beginning of the World</i>, Constantine Brancusi</p> <p>Activity: Create functional forms using clay</p>	<p>Teacher observations</p> <p>Student projects (individual or group)</p> <p>Demonstration of skills and techniques</p> <p>Test / Quiz</p> <p>Question and answer sessions</p> <p>Class discussions and critiques</p> <p>Remediation and enrichment (see unit introduction) the visual arts unit for grades kindergarten to grade 5.</p>

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
				<p>Materials for projects could include but are not limited to:</p> <ul style="list-style-type: none">• pencils• plaster craft• Crayons• Markers• Tempera Paint• Paper• water color• clay	

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
<ul style="list-style-type: none"> 9.1.3A 9.1.3B 9.1.3C 9.1.3D 9.1.3E 9.1.3F 9.1.3G 9.1.3H 9.1.3I 9.1.3J 9.1.3K <p>See unit introduction for description of standards</p>	<p>Reinforce value as an element of art.</p> <p>Types of Value:</p> <ul style="list-style-type: none"> Value Light Medium Dark <p>Reinforce Safety techniques and procedures for handling materials</p>	<ul style="list-style-type: none"> View, discuss, and describe, how different colors can display a range of value. Construct a piece of artwork that utilizes color to create value. Reinforce all safety techniques and procedures for handling materials 	<p>Types of lines:</p> <ul style="list-style-type: none"> Value Light Medium Dark 	<p>The instructor has the freedom to create individual lessons that will meet the standards. Activities could include, but are not limited to:</p> <p>Reproductions of the art work depicting the use of line- examples could include but are not limited to: <i>Jasper's Dilemma</i>, Frank Stella</p> <p>Activity: Create a collage using black and white paper.</p> <p>Materials for projects could include but are not limited to:</p> <ul style="list-style-type: none"> paper colored pencils crayons markers 	<p>Teacher observations</p> <p>Student projects (individual or group)</p> <p>Demonstration of skills and techniques</p> <p>Test / Quiz</p> <p>Question and answer sessions</p> <p>Class discussions and critiques</p> <p>Remediation and enrichment (see unit introduction) the visual arts unit for grades kindergarten to grade 5.</p>

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
<ul style="list-style-type: none"> • 9.1.5A • 9.1.5B • 9.1.5C • 9.1.5D • 9.1.5E • 9.1.5F • 9.1.5G • 9.1.5H • 9.1.5I • 9.1.5J • 9.1.5K 	<p>Principles of Design:</p> <p>Reinforce balance:</p> <ul style="list-style-type: none"> • symmetrical • asymmetrical <p>Reinforce contrast:</p> <ul style="list-style-type: none"> • light • dark <p>Reinforce emphasis:</p> <ul style="list-style-type: none"> • focal point <p>Reinforce rhythm/movement:</p> <ul style="list-style-type: none"> • composition • order <p>Reinforce unity/harmony:</p> <ul style="list-style-type: none"> • completion of a theme <p>Reinforce pattern:</p> <ul style="list-style-type: none"> • repetition 	<ul style="list-style-type: none"> • View, discuss, and describe works of art that display the principles of design • Construct and design projects that display the principles of design with various mediums and tools in art. • Apply all safety techniques and procedures for handling materials 	<p>Balance:</p> <ul style="list-style-type: none"> • symmetrical • asymmetrical <p>Contrast:</p> <ul style="list-style-type: none"> • light • dark <p>Emphasis:</p> <ul style="list-style-type: none"> • focal point <p>Rhythm/movement:</p> <ul style="list-style-type: none"> • composition • order <p>Unity/harmony:</p> <ul style="list-style-type: none"> • completion of a theme <p>Pattern:</p> <ul style="list-style-type: none"> • repetition 	<p>The instructor has the freedom to create individual lessons that will meet the standards. Activities could include, but are not limited to:</p> <p>Reproductions of artwork may include but are not limited to:</p> <p>Balance:</p> <ul style="list-style-type: none"> • <i>Two Deck Chairs</i>, David Hockney. <p>Activity: Create a symmetrical artwork</p> <p>Contrast:</p> <ul style="list-style-type: none"> • <i>Between night and day</i>, Christian Schloe <p>Activity: Create an artwork that depicts night and day</p>	<p>Teacher observations</p> <p>Student projects (individual or group)</p> <p>Demonstration of skills and techniques</p> <p>Test / Quiz</p> <p>Question and answer sessions</p> <p>Class discussions and critiques</p> <p>Remediation and enrichment (see unit introduction)</p>

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
				<p>Emphasis</p> <ul style="list-style-type: none"> Numbers, Jasper Johns <p>Activity: Create a project that utilizes numbers as the main subject</p> <p>Rhythm:</p> <ul style="list-style-type: none"> <i>Landscape with yellow birds</i>, Paul Klee <p>Activity: Create a composition of objects showing movement</p> <p>Unity:</p> <ul style="list-style-type: none"> <i>Starry Night</i>, Vincent van Gogh <p>Activity: Create a crayon resist</p> <p>Pattern:</p> <ul style="list-style-type: none"> <i>Great Coffee</i> by Romero Britto 	

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
				<p>Activity: Create a still life drawing that depicts pattern.</p> <p>Materials for projects could include but are not limited to:</p> <ul style="list-style-type: none">• pencils• crayons• markers• paint• paper• watercolor	

Unit Two: Historical and Cultural Context of the Visual Arts

Course Time: Integrated throughout the year

Overview: The students will be able to examine the cultural context of the visual arts.

Unit Essential Questions:

- A. How do people describe art when they make it or talk about it?
- B. How can many different tools be used to create one artwork?
- C. What conditions, attitudes, and behaviors support creativity and innovative thinking?
- D. What factors prevent or encourage people to take creative risks?
- E. How does collaboration expand the creative process?

Pennsylvania (PA) Arts & Humanities Standards

9.2.3 Kindergarten - Third Grades

- A. Explain the historical, cultural and social context of an individual work in the arts.
- B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
- C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
- D. Analyze a work of art from its historical and cultural perspective.
- E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
- F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- G. Relate works in the arts to geographic regions:• of Africa, Asia, Australia, Central America, Europe, North America, South America
- H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.
- I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).
- J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., Plays by Shakespeare, works by Michelangelo, ethnic dance and music).
- K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).
- L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).

National Arts & Humanities Standards:

- 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. Analyze, interpret, and select artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic work for presentation.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.
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- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

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PA Core Math Standards Addressed in this Unit: C.C.2.3.1.A.1, C.C.2.3.1.A.2

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Career Education and Work Standards:

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Career Education and Work found at www.pacareerstandards.com/

PA Career Education and Work Standards found at <http://www.pdesas.org/standard/views/#0|785|0|0>

*See Appendix for complete documents.

ELL Differentiation: Math & LA specifics found at <http://www.pdesas.org/curriculumframework/elloverlay>

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Enrichment:

- Experiment with a variety of media at an art center upon completion of class project
- Activities at the art center are designed to allow further exploration of various media and techniques
- Invite guest artist to visit the classroom
- Visit an art gallery or museum and create a report based on the experience
- Use of the computer; cybervisit an art museum
- Critique a work of art using the art elements as a guide for a class discussion
- Visit the library and read related literature

Remediation:

- Remediation Strategies
- Prompt students with questions
- that repeat the directions
- Rephrase, retell, review
- concepts taught
- Create small group cooperative
- group projects
- Conference with the instructor
- Post art vocabulary words,
- prints, and other visuals related
- to concepts being taught
- View videos and DVD's

(Please include additional generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction, SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>)

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
<ul style="list-style-type: none"> 9.2.3A 9.2.3B 9.2.3C 9.2.3D 9.2.3E 9.2.3F 9.2.3G 9.2.3H 9.2.3I 9.2.3J 9.2.3K 9.2.3L <p>See unit introduction for description of standards</p>	<p>Culturally significant works of art from various Geographic Regions:</p> <p>Africa</p> <p>Asia</p> <p>Australia</p> <p>Central America</p> <p>Europe</p> <p>North America</p> <p>South America</p>	<p>View, discuss, and describe various works of art from various geographic regions</p> <p>Construct and design an original piece of artwork based on significant works of art from various geographic regions including but not limited to:</p> <p>Africa:</p> <ul style="list-style-type: none"> Adinkra Cloths <p>Asia:</p> <ul style="list-style-type: none"> Sumi-e Paintings <p>Australia:</p> <ul style="list-style-type: none"> Aboriginal Art <p>Central America:</p> <ul style="list-style-type: none"> Otomi Indian Yarn Painting Cuna Indian Molas Aztec and Mayan Clay Suns 	<p>Including but not limited to:</p> <p>Africa:</p> <ul style="list-style-type: none"> Adinkra Cloths <p>Asia:</p> <ul style="list-style-type: none"> Black ink Painting <p>Australia:</p> <ul style="list-style-type: none"> Dream Paintings Bark Paintings X-Ray images <p>Central America:</p> <ul style="list-style-type: none"> Molas Yarn Paintings Clay Suns <p>Europe:</p> <ul style="list-style-type: none"> Wycinanki Art 	<p>The instructor has the freedom to create individual lessons that will meet the standards. Activities could include, but are not limited to:</p> <p>Activities: Produce a piece of art that reflects the art of various geographic regions.</p> <p>Materials/Resources and activities for projects could include but are not limited to:</p> <p>Africa:</p> <ul style="list-style-type: none"> Photographs and samples of Adinkra Cloths Instructor generated chart of Adinkra symbols. Map of Africa 	<p>Teacher observations</p> <p>Student projects (individual or group)</p> <p>Demonstration of skills and techniques</p> <p>Test / Quiz</p> <p>Question and answer sessions</p> <p>Class discussions and critiques</p> <p>Remediation and enrichment (see unit introduction) the visual arts unit for grades kindergarten to grade 5.</p>

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
		<p>Europe:</p> <ul style="list-style-type: none"> Polish Art <p>North America:</p> <ul style="list-style-type: none"> Pennsylvania Dutch Art Colonial Art Native American Art <p>South America:</p> <ul style="list-style-type: none"> Peruvian Art Chilean Art Incan Art 	<p>North America</p> <ul style="list-style-type: none"> Dutch Hex Sign Weather vanes Fraktur Scherenschnitte Clay pots Weavings <p>South America:</p> <ul style="list-style-type: none"> Peruvian Masks Chilean Rain Sticks Pottery 	<p>Asia:</p> <ul style="list-style-type: none"> Photographs and samples of Sumi-e paintings Map of Asia <p>Australia:</p> <ul style="list-style-type: none"> Photographs of Aboriginal dream paintings Related literature: Aboriginal Art of Australia: Exploring Cultural Tradition, Carol Finley Australian Dreamings, a curriculum resource for grades 4-12, Julee Nordin 	

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
				<p>Central America:</p> <ul style="list-style-type: none"> • Photographs and samples of molas and yarn paintings. • Related literature: Latin American Arts and Culture, Dorothy Chaplik <p>Europe:</p> <ul style="list-style-type: none"> • Map of Europe • Photographs and samples of Wycinanki art. 	

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resource	Assessments
<ul style="list-style-type: none"> 9.2.3A 9.2.3B 9.2.3C 9.2.3D 9.2.3E 9.2.3F 9.2.3G 9.2.3H 9.2.3I 9.2.3J 9.2.3K 9.2.3L <p>See unit introduction for description of standards</p>	<p>Historically significant works of art from various schools of art.</p> <p>Reinforce styles of art :</p> <ul style="list-style-type: none"> Medieval art Renaissance Baroque Realism Impressionism Expressionism Surrealism Abstract Fauvism Pop Primitive or Native Non Objective 	<p>View, discuss, and describe various styles of art.</p> <p>Define various styles of art.</p> <p>Create multiple pieces of art that reflect various styles of art.</p> <p>Apply all safety techniques and procedures for handling materials</p>	<ul style="list-style-type: none"> Medieval art Renaissance Baroque Realism Impressionism Expressionism Surrealism Abstract Fauvism Pop Primitive or Native Non Objective 	<p>The instructor has the freedom to create individual lessons that will meet the standards. Activities could include, but are not limited to:</p> <p>Activity: Design a piece of art that reflects the characteristics of various styles of art.</p> <p>Artists could include but are not limited to:</p> <p>Medieval art:</p> <ul style="list-style-type: none"> Donatello <p>Renaissance</p> <ul style="list-style-type: none"> Michelangelo <p>Baroque</p> <ul style="list-style-type: none"> Rembrandt Van Rijn <p>Realism</p> <ul style="list-style-type: none"> Andrew Wyeth <p>Impressionism</p> <ul style="list-style-type: none"> Claude Monet <p>Non Objective</p> <ul style="list-style-type: none"> Piet Mondrian 	<p>Teacher observations</p> <p>Student projects (individual or group)</p> <p>Demonstration of skills and techniques</p> <p>Test / Quiz</p> <p>Question and answer sessions</p> <p>Class discussions and critiques</p> <p>Remediation and enrichment (see unit introduction) the visual arts unit for grades kindergarten to grade 5.</p>

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
<ul style="list-style-type: none"> 9.2.3.A 9.2.3.B 9.2.3C 9.2.3D 9.2.3E 9.2.3F 9.2.3G 9.2.3H 9.2.3I 9.2.3J 9.2.3K 9.2.3.L <p>See unit introduction for description of standards</p>	<p>Reinforce genres of art:</p> <ul style="list-style-type: none"> Landscape Cityscape Sea Scape Still Life Portrait Architecture Illustration Printmaking Sculpture Ceramic Collage 	<p>View, discuss, and describe various genres of art.</p> <p>Define various genres of art.</p> <p>Create multiple pieces of art that reflect the genres of art.</p> <p>Apply all safety techniques and procedures for handling materials</p>	<ul style="list-style-type: none"> Landscape Cityscape Sea Scape Still Life Portrait Architecture Illustration Printmaking Sculpture Ceramic Collage 	<p>The instructor has the freedom to create individual lessons that will meet the standards. Activities could include, but are not limited to:</p> <p>Activity: Design a piece of art that reflects the characteristics of various styles of art.</p> <p>Landscapes:</p> <ul style="list-style-type: none"> Grant Wood <p>Seascapes:</p> <ul style="list-style-type: none"> Winslow Homer <p>Still life:</p> <ul style="list-style-type: none"> Paul Cezanne <p>Portrait:</p> <ul style="list-style-type: none"> Frida Kahl 	<p>Teacher observations</p> <p>Student projects (individual or group)</p> <p>Demonstration of skills and techniques</p> <p>Test / Quiz</p> <p>Question and answer sessions</p> <p>Class discussions and critiques</p> <p>Remediation and enrichment (see unit introduction) the visual arts unit for grades kindergarten to grade 5.</p>

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
				<p>Cityscapes:</p> <ul style="list-style-type: none"> • Edward Hopper <p>Architecture:</p> <ul style="list-style-type: none"> • Frank Lloyd Wright <p>Illustration:</p> <ul style="list-style-type: none"> • Norman Rockwell <p>Printmaking:</p> <ul style="list-style-type: none"> • Albrecht Durer <p>Sculpture:</p> <ul style="list-style-type: none"> • Alexander Calder <p>Collage:</p> <ul style="list-style-type: none"> • Henri Matisse <p>Painting:</p> <ul style="list-style-type: none"> • Vincent Van Gogh 	

Unit Three: : Aesthetic and Critical Response to the Visual Arts

Course Time: Integrated throughout the year

Overview: The students will be able to recognize and identify critical processes and meaning used in the examination of works of art.

Unit Essential Questions:

- A. How do life experiences influence the way you relate to art?
- B. How does learning about art impact how we perceive the world?
- C. What can we learn from our responses to art?
- D. What is the purpose of engaging in the process of art criticism?
- E. How is a personal preference different from an evaluation?

Pennsylvania (PA) Arts & Humanities Standards

9.3.3 Kindergarten - Third Grades -

Critical Response:

- A. Recognize critical processes used in the examination of works in the arts and humanities.
 - a. Compare and Contrast
 - b. Analyze
 - c. Interpret
 - d. Form and test hypothesis
 - e. Evaluate/form judgments
- B. Know that works in the arts can be described by using the arts elements, principles and concepts.
- C. Know classification skills with materials and processes used to create works in the arts.
- D. Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.
- E. Recognize and identify types of critical analysis in the arts and humanities.
 - a. Contextual criticism
 - b. Formal criticism
 - c. Intuitive criticism
- F. Know how to recognize and identify similar and different characteristics among works in the arts.
- G. Know and demonstrate what a critics position or opinion is related to works in the arts and humanities.

Pennsylvania (PA) Arts & Humanities Standards
9.4.3 Kindergarten - Third Grades -

Aesthetic Response:

- A. Know how to respond to a philosophical statement about works in the arts and humanities (e.g., “Can artworks that depict or are about ugly or unpleasant things ever be beautiful?”).
- B. Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., works of an artist of the month).
- C. Recognize that the environment of the observer influences individual aesthetic responses to works in the arts (e.g., the effect of live music as opposed to listening to the same piece on a car radio).
- D. Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities (e.g., artist’s interpretation through the use of classical ballet of the American West in Agnes De Mille’s Rodeo).

National Arts & Humanities Standards:

- 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. Analyze, interpret, and select artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic 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.

PA Core English Language Arts Standards Addressed in this Unit: C.C.1.3.F, C.C. 1.3.1.G, C.C.1.3.1.H

PA Core Math Standards Addressed in this Unit: C.C. 2.2.1.A.2

(Please include specific standards being addressed)

PA Core Science Standards Addressed in this Unit:

(Please include specific standards being addressed)

ISTE Standards:

(Please include specific standards being addressed)

Career Education and Work Standards:

Connecting to Common Core and Other Standards:

PA Standards found at www.pdesas.org/standards/standardsdownloads

National Common Core found at www.corestandards.org

ISTE found at http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf

Career Education and Work found at www.pacareerstandards.com/

PA Career Education and Work Standards found at <http://www.pdesas.org/standard/views/#0|785|0|0>

*See Appendix for complete documents.

ELL Differentiation: Math & LA specifics found at <http://www.pdesas.org/curriculumframework/elloverlay>

Enrichment:

- Experiment with a variety of media at an art center upon completion of class project
- Activities at the art center are designed to allow further exploration of various media and techniques
- Invite guest artist to visit the classroom
- Visit an art gallery or museum and create a report based on the experience
- Use of the computer; cybervisit an art museum
- Critique a work of art using the art elements as a guide for a class discussion
- Visit the library and read related literature

Remediation:

- Remediation Strategies
- Prompt students with questions
- that repeat the directions
- Rephrase, retell, review
- concepts taught
- Create small group cooperative
- group projects
- Conference with the instructor
- Post art vocabulary words,
- prints, and other visuals related
- to concepts being taught
- View videos and DVD's

Please include additional generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction, SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

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IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

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<ul style="list-style-type: none"> 9.3.3.A 9.3.3.B 9.3.3.C 9.3.3.D 9.3.3.E 9.3.3.F 9.3.3.G 9.4.3.A 9.4.3.B 9.4.3.C 9.4.3.D <p>See unit introduction for description of standards</p>	<p>Critical Response</p> <ul style="list-style-type: none"> Critique Classify <p>Aesthetic Response</p> <ul style="list-style-type: none"> Identify Understand 	<p>View, discuss and describe art by categorizing subject matter and identifying the characteristics.</p> <p>Classify artwork based on different reasons for preferences.</p> <p>Identify times, places, and reasons by which students make art outside of school.</p> <p>Understand that people from different places and times have made art for a variety of reasons.</p>	<ul style="list-style-type: none"> Subject matter Content Medium Style analysis Interpretation Judgment Value Significance Opinion Focal point Objective Subjective Expressive qualities 	<p>The instructor has the freedom to create individual lessons that will meet the standards. Activities could include, but are not limited to:</p> <p>Activities including but not limited to:</p> <ul style="list-style-type: none"> Art Games- I spy Artery – the Artistic Literacy Game Token Response- Art Criticism and Aesthetics Game Articulate Game (Crystal Productions). Art reproductions, Videos DVDs Student art works. 	<p>Teacher observations</p> <p>Student projects (individual or group)</p> <p>Demonstration of skills and techniques</p> <p>Test / Quiz</p> <p>Question and answer sessions</p> <p>Class discussions and critiques</p> <p>Remediation and enrichment (see unit introduction) the visual arts unit for grades kindergarten to grade 5.</p>