



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Art Grade Level(s): 3 Units of Credit: N/A Classification: Required	Length of Course: 30 cycles Periods Per Cycle: 1 Length of Period: 40 minutes Total Instructional Time: 20 hours
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Course Description

Spring Grove Area School District elementary art students will be introduced to a balanced curriculum of both art history and art production by using a discipline-based and art-education approach which focuses on the four criteria areas of: production and performance, historical and cultural context, critical response, and aesthetic response. Throughout the year, students will be introduced to a variety of artists, artistic processes, art-related vocabulary, and classroom procedures using both verbal and visual directions to create both two-dimensional and three-dimensional works.

Instructional Strategies, Learning Practices, Activities, and Experiences

Critical Thinking Best Practices Strategies Initial Motivators/ Art History Presentations Initial Motivators/ Project-Related Props	Bell Ringers Guided Practice Flexible Groups Teacher Demonstrations	Class Discussion Posted Objectives and Agenda Listening Examples Art-Related iPad Applications
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Assessments

In-Class Projects	Sketchbook Assignments	Self and Partner Critiques
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Materials/Resources

PowerPoint/Prezi Presentations Art-Related Video Clips Examples of Visual Art Images	Teacher-created Informative Handouts Teacher-created Self-Critique Handouts Teacher-created Partner-Critique Handouts	Variety of Art Books Art-Related iPad Applications Art-Related Props
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Adopted: 3/16/88

Revised: 9/3/91; 1/19/00; 8/17/05; 6/20/11; 5/21/18

Departmental Review: 2/2006

<i>Elements of Art</i>	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will explore and utilize the elements of art to create original works:</p> <ul style="list-style-type: none"> • Line • Shape/Form • Color • Texture • Space • Value 	<p><u>The students will demonstrate an understanding of the following aspects of the Element of Design, Line:</u></p> <ul style="list-style-type: none"> • Identify line as being used in both directional and design purposes in art. • Utilize drawn lines to create symbolism in multicultural artwork (i.e.: Aboriginal). • Recognize lines as being horizontal or vertical and the translation of this into artwork such as portrait or landscape. • Utilize various mediums to create a more refined and permanence to drawn pencil lines. <p><u>The students will demonstrate an understanding of the following aspects of the Element of Design, Shape/Form:</u></p> <ul style="list-style-type: none"> • Demonstrate an understanding and use of organic and free form shapes by identifying them in works of art and in the natural world. • Demonstrate an understanding of geometric shapes by identifying them in famous works of abstract art (i.e.: Picasso, Matisse, and Kandinsky). • Utilize shape to in the creation of both self-portraits and figural drawings. • Recognize and demonstrate an understanding of positive and negative space in works of art. • Produce a work of art that utilizes both positive and negative shapes. <p><u>The students will demonstrate an understanding of the following aspects of the Element of Design, Color:</u></p> <ul style="list-style-type: none"> • Identify color families such as primary, secondary, warm, cool, and neutrals. • Recognize how the mixing of primary colors results in the creation of secondary colors. • Recognize complementary colors as colors that are across from one another on the color wheel. • Identify analogous colors (three color neighbors on the color wheel that share one common color). • Recognize how to achieve great color impact using a variety of paints such as watercolors and tempera cakes. • Recognize and demonstrate understanding of how to create tints and shades. • Demonstrate an understanding of depth, tints, and shades through overlapping in a work of art. <p><u>The students will demonstrate an understanding of the following aspects of the Element of Design, Texture:</u></p> <ul style="list-style-type: none"> • Recognize and demonstrate an understanding of texture as the way something feels. • Identify the difference between real and implied texture through mixed-media works of art. • Utilize different painting tools and paint mediums themselves to create a textured surface. • Demonstrate an understanding of fiber arts through basic hoop stitching and embroidery techniques.

<i>Elements of Art (Continued)</i>	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>The students will demonstrate an understanding of the following aspects of the Element of Design, <u>Space</u>:</p> <ul style="list-style-type: none"> • Recognize that artists create a sense of depth by size and placement of objects in a composition. • Produce a work of art that shows a sense of depth. • Understand depth of space with overlapping objects (smaller in the background, larger in the foreground). • Utilize different mediums to assist in the creation of depth within a work of art. • Demonstrate an understanding for how depth is displayed in architecture. <p>The students will demonstrate an understanding of the following aspects of the Element of Design, <u>Value</u>:</p> <ul style="list-style-type: none"> • Demonstrate an understanding that each color contains lighter and darker values of itself. • Demonstrate an ability to mix different values of a color using the addition of white and black paint. • Recognize how to achieve a lighter or darker value using water-based paints such as watercolors and tempera cakes. • Demonstrate an understanding of how to create the appearance of a three-dimensional form by the application of value using different mediums such as charcoal, chalk pastels, and oil pastels. <p>Vocabulary: Thin, thick, wavy, curly, zigzag, dashed, vertical, horizontal, diagonal, pattern, geometric, organic, form, two-dimensional, three-dimensional, primary, secondary, color wheel, warm, cool, neutral, color scheme, tints, shades, texture, implied texture, texture plates, depth, placement, composition, overlapping, light, dark, expression, and movement, embroidery, running stitch, architecture, value, positive and negative space, and figure</p> <p>Standards: 9.1.3 A ~ Know and use the elements and prints of each art form to create works in the arts and humanities. 9.1.3 B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.3 C ~ Recognize and use fundamental vocabulary within each of the arts forms. 9.1.3 G ~ Recognize the function of rehearsals and practice sessions.</p>

<i>Principles of Design</i>	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will explore and utilize the principles of art to create original works:</p> <ul style="list-style-type: none"> • Balance • Contrast • Emphasis • Movement/Rhythm • Pattern • Unity 	<p><u>The students will demonstrate an understanding of the following aspects of the Principles of Design, Balance:</u></p> <ul style="list-style-type: none"> • Define balance as the way in which an artist organizes the elements in a work of art to distribute their visual weight pleasingly. • Identify two types of balance: Symmetry (identical on both sides) and Asymmetry (two sides appear different but have the same visual weight). • Understand that symmetry can occur using a vertical, horizontal, or diagonal placement. • Demonstrate an understanding of radial balance through the repetition of quarters. <p><u>The students will demonstrate an understanding of the following aspects of the Principles of Design, Contrast:</u></p> <ul style="list-style-type: none"> • Define contrast as large differences within design. • Identify contrasting elements within visual art such as warm/cool color schemes, size and placement of objects, and scaling of patterns. • Utilize different mediums to create contrast in a work of art. <p><u>The students will demonstrate an understanding of the following aspects of the Principles of Design, Emphasis:</u></p> <ul style="list-style-type: none"> • Define emphasis as the way in which an artist uses a specific element of art to create a focal point. • Create a two-dimensional work that demonstrates emphasis through the use of a focal point. • Identify emphasis and focal points in famous works of art. • Demonstrate an understanding of how to create a focal point in each personal production of artwork. <p><u>The students will demonstrate an understanding of the following aspects of the Principles of Design, Movement/Rhythm:</u></p> <ul style="list-style-type: none"> • Define Movement/Rhythm as the way in which an artist creates a sense of movement and direction in a work of art. • Identify the way artists use Movement/Rhythm to draw the viewers eye around the work of art. • Recognize that other principals of art such as emphasis and balance can help an artist to create movement within a work of art.

<i>Principles of Design (Continued)</i>	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><u>The students will demonstrate an understanding of the following aspects of the Principles of Design, Pattern:</u></p> <ul style="list-style-type: none"> • Define Pattern as an element of art that is repeated in an organized manner within a work of art. • Create a two-dimensional work that utilizes shapes and lines to create a pattern. • Utilize dotting techniques to create a repeating pattern in a work of art (i.e.: Pointillism, Aboriginal, and Post-Impressionism). • Create a work of art that uses varying complex patterns. • Recognize the repeating patterns used to create fiber-based arts such as weavings and embroidery. <p><u>The students will demonstrate an understanding of the following aspects of the Principles of Design, Unity:</u></p> <ul style="list-style-type: none"> • Define Unity as the sense of connectedness in a work of art that is created when all of the design elements work together. • Demonstrate an understanding of how to create a sense of unity within an assemblage sculpture (i.e.: Louise Nevelson). • Identify the way different artists establish unity in their work. • Identify and formulate an opinion as to how unity has been created in a personal piece of artwork. • Identify how collaborative artwork is centered upon the unity of multiple artists and personalized pieces. <p>Vocabulary: Balance, symmetry, asymmetry, contrast, size, scale, placement, emphasis, focal point, movement, direction, pattern, repetition, AB pattern, ABC pattern, unity, embroidery, weaving, sculpture, assemblage, pointillism, aboriginal, post-impersonism, and radial symmetry</p> <p>Standards: 9.1.3 A ~ Know and use the elements and prints of each art form to create works in the arts and humanities. 9.1.3 B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.3 C ~ Recognize and use fundamental vocabulary within each of the arts forms.</p>

Producing, Reviewing, and Revising Original Works of Art

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will recognize, know, use, and demonstrate, a variety of appropriate art elements and principles to produce, review, and revise original works of art.</p> <ul style="list-style-type: none"> • Paint • Draw • Clay • Textiles • Printmaking • Sculpture 	<p><u>The students will demonstrate an understanding of the following aspects of Painting:</u></p> <ul style="list-style-type: none"> • Identify the differences between liquid tempera, tempera cakes, and watercolor paints. • Demonstrate skill in creating the secondary colors from the primaries using a variety of painting mediums. • Demonstrate the ability to use different painting techniques such as solid wash, dry brush, stamping, and wet-on-wet. • Identify analogous colors (three color neighbors on the color wheel that share one common color). • Recognize how to achieve great color impact using a variety of paints such as watercolors and tempera cakes. <p><u>The students will demonstrate an understanding of the following aspects of Drawing:</u></p> <ul style="list-style-type: none"> • Utilize different types of lines to create a work of art. • Demonstrate the ability to utilize a guided drawing to foster different skills and techniques. • Create line drawings to plan concepts for drawings. • Demonstrate an application of value to line drawings to create a three-dimensional appearance. <p><u>The students will demonstrate an understanding of the following aspects of Clay:</u></p> <ul style="list-style-type: none"> • Produce a carefully planned three-dimensional ceramic piece using hand-building techniques. • Demonstrate the ability to create a three-dimensional work of art from a drawn concept. • Utilize clay techniques such as push, pull, score, and slip to create a hand built work of art. • Create a base for clay sculpture so that it may stand on its own. <p><u>The students will demonstrate an understanding of the following aspects of Textiles:</u></p> <ul style="list-style-type: none"> • Demonstrate the ability to follow an over/under pattern. • Demonstrate the ability to work collaboratively on the classroom frame loom. • Demonstrate the ability to use basic stitching techniques to create an abstract embroidery.

Producing, Reviewing, and Revising Original Works of Art (Continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>The students will demonstrate an understanding of the following aspects of Printmaking:</p> <ul style="list-style-type: none"> • Demonstrate the ability to create a carved surface on Styrofoam printing board. • Utilize ink plates and brayers to pull an inked print. • Demonstrate the ability to create a detailed printing block centered upon an architectural design. • Create dimension in a printed work of art through the use of layers. <p>The students will demonstrate an understanding of the following aspects of Sculpture:</p> <ul style="list-style-type: none"> • Demonstrate the ability to create a three-dimensional sculpture using form, shape, and color. • Recognize that sculpture can be created from manipulated two-dimensional materials. • Understand that sculptures range in materials from hard (metal, wood, stone, and clay) to soft (foam, filling, yarn, and fabric). • Demonstrate an understanding of assemblage sculpture using found and/or recycled objects. <p>The students will demonstrate an understanding of various art-related exhibitions:</p> <ul style="list-style-type: none"> • Participate in a student art exhibit that takes place in the building, district, or community. • Create works of art for art-related exhibitions within the district and community. • Demonstrate an understanding of how to curate a gallery and/or display for an art exhibition. <p>Vocabulary: Tempera cakes, liquid tempera, watercolors, techniques, primary, secondary, wet-on-wet, dry brush, stamping, resist, mixed-media, line, two-dimensional, three-dimensional, ceramics, texture, pattern, loom, collaborative, print, printmaking, collagraph, weaving, textile, fiber, inking plate, brayer, sculpture</p> <p>Standards: 9.1.3 A ~ Know and use the elements and prints of each art form to create works in the arts and humanities. 9.1.3 B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.3 C ~ Recognize and use fundamental vocabulary within each of the arts forms. 9.1.3 D ~ Use knowledge of varied styles within each art form through a performance or exhibition of unique work. 9.1.3 E ~ Demonstrate the ability to define objects, express emotions, illustrate an action, or relate an experience through creation of works in the arts. 9.1.3 G ~ Recognize the function of rehearsals and practice sessions. 9.1.3 I ~ Identify arts events that take place in school and in communities.</p>

Vocabulary of Art	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will identify and use comprehensive vocabulary within the visual arts that pertain to the:</p> <ul style="list-style-type: none"> • Elements of Art • Principles of Design • Art History • Art Production • Art Criticism • Art Aesthetics 	<p>The students will know and use the elements of art, principles of design, art history, production, criticism, and aesthetic vocabulary relevant to each assignment.</p> <p>Vocabulary: The art-related vocabulary terms highlighted under each grade levels' curriculum section will be used throughout the assignment/unit to reinforce student understanding and application.</p> <p>Standards:</p> <p>9.1.3 C ~ Recognize and use fundamental vocabulary within each of the arts forms.</p> <p>9.2.3 F ~ Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p> <p>9.3.3 B ~ Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape, and pattern in Mondrian's <i>Broadway Boogie-Woogie</i>; use of dynamics, tempo, texture in Ravel's <i>Bolero</i>).</p> <p>9.3.3 F ~ Know how to recognize and identify similar and different characteristics among works in the arts (e.g., Amish and Hawaiian quilts, Navaho weavings and Kente cloth from West Africa).</p> <p>9.4.3 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).</p>

Maintain and Use Materials Safely	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will demonstrate and maintain all materials, equipment, and tools appropriately at their work spaces while producing artwork.</p>	<p>The students will <u>demonstrate an understanding of the following aspects of materials, equipment, and safety:</u></p> <ul style="list-style-type: none"> • Properly cleaning and maintaining all two and three-dimensional art materials used in each assignment. • Safely utilizing all materials, equipment, and tools at their work spaces. • Ensuring the following group of students to enter the art room have the same experience through the use of clean supplies, neat work spaces, and a safe environment. <p>Vocabulary: Materials, equipment, and tools relevant to each assignment</p> <p>Standards: 9.1.3 H ~ Handle materials, equipment, and tools safely at work and performance spaces.</p> <ul style="list-style-type: none"> • Identify materials used. • Identify issues of cleanliness related to the arts. • Recognize some mechanical/electrical equipment. • Recognize the differences in selected physical space/environments. • Recognize the need to select safe props/stage equipment. • Identify methods for storing materials in the arts.

<i>Historical and Cultural Context</i>	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will relate works in the arts to varying styles, genres, periods, and geographical locations.</p> <p>The students will examine, form judgements, and evaluate famous works through the use of visual thinking strategies.</p>	<p>The students will demonstrate an understanding of the following <u>aspects of style, genres, and periods</u>:</p> <ul style="list-style-type: none"> • Identify the difference between the styles and genres of abstract and realistic. • Identify other styles as they relate to particular artists (i.e.: Monet and Impressionism, Jasper Johns and Pop Art, etc.). • Demonstrate an understanding that art has occurred throughout both time and the world by examining multicultural artwork. • Produce artwork that is stylistically inspired by different artists and genres. <p>Vocabulary: Realistic, abstract, sculpture, style, and historical/cultural terms that relate to each assignment</p> <p>Standards: 9.1.3 C ~ Recognize and use fundamental vocabulary within each of the arts forms. 9.1.3 D ~ Use knowledge of varied styles within each art form through a performance or exhibition of unique work. 9.2.3 A ~ Explain the historical, cultural, and social context of an individual work in the arts. 9.2.3 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). 9.2.3 F ~ Know and apply appropriate vocabulary used between social studies and the arts and humanities. (Contemporary, Futuristic, others). 9.3.3 A ~ Recognize critical processes used in the examination of works in the arts and humanities. <ul style="list-style-type: none"> • Evaluate/ form judgements 9.4.3 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).</p>