

Planned Course: Primary Art	Course Number:	Department: Art	
Unit: Graphics	Grade Level: K-3		
Estimated Time: 4 weeks Integrated)	Level/Track:	Date Approved: 8/8/2011	

PA Academic Standards	Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
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<p>9.1.3 A: Know and use the elements and principles of each form to create works in the arts and humanities.</p> <p>B. Recognize, know, use and demonstrate a variety of appropriate arts, elements and principles to produce, review, and revise original works in the arts.</p> <p>C. Recognize and use fundamental vocabulary within each of the arts forms.</p> <p>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.</p> <p>J. Know and use traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others</p>	<p>► What is the significance of creativity/problem solving?</p> <ul style="list-style-type: none"> • Solutions become available for a larger variety of problems. • Creativity/problem solving learned in art making is transferable to other areas of learning. <p>► What techniques are important in making art?</p> <ul style="list-style-type: none"> • Craftsmanship • Observational skills • Fine motor skills • Understanding and mastery of tools and equipment used in art making. <p>► How does the history in this media become relevant to current production?</p> <ul style="list-style-type: none"> • Development of skills from the study of masters. • Application of new techniques based on already discovered processes. 	<ul style="list-style-type: none"> • Completion of activities/projects/sketchbook work utilizing graphic techniques such as: <ul style="list-style-type: none"> • Typography • Rubbings • Computer based imaging • Photography based Imaging • Stenciling • Printing techniques such as: <ul style="list-style-type: none"> • Oak tag printing • Mono prints • Brayer printing • Food prints • Plasticine clay prints • Finger printing • Fabric crayon prints • Clay prints • Demonstration and practice of the addition/subtraction methods of printmaking. • Discuss and demonstrate how to use brayers and bench hooks 	<ul style="list-style-type: none"> • Informally assess student understanding of graphic process • Observe student participation of project and final evaluation of completed piece. • Informally review printing process and vocabulary with students • Pair and share with students, interpret and talk about their art. • Informally assess student understanding of the history of the graphic process • Informally review the history of the graphic process through class discussion
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<p>9.2.3:</p> <p>D. Analyze a work of art from its historical and cultural perspective.</p> <p>G. Relate works of art to geographic regions.</p> <p>9.3.3:</p> <p>A. Recognize critical processes used in the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> -compare and contrast -analyze -interpret -form and test <p>hypothese</p> <ul style="list-style-type: none"> -Evaluate/form judgements <p>B. Know that works in the arts can be described by using the arts elements, principles, and concepts.</p>	<p>► How is composition (using elements/principles) important in the making of art?</p> <ul style="list-style-type: none"> • Understanding and applying the elements of art. • Understanding and apply the principles of art. • Using the elements & principles to create a well-designed composition. • Transfer the ideas of composition; the concepts of the elements and principles to other areas of learning. <p>► How does rehearsal and practice of concepts benefit art-making?</p> <ul style="list-style-type: none"> • Mastery of technical and observational skills. • Mastery of techniques. • Development of creativity. • Development of problem solving skills. <p>► How can students recognize and use the processes of compare/contrast, analyze,</p>	<ul style="list-style-type: none"> • Discuss the creative process of utilizing various color schemes. • Observe utilizing proper materials to create a final project • Art Prints • Art Books • Online Resources • Videotapes/DVDs • Class discussion • Observation of teacher demonstrations. • Present final, completed sketches. • Self-evaluate project in written/verbal form. • Student observation/investigation /interpretation of works of art/media/text. • Investigation into career 	<ul style="list-style-type: none"> • Quality craftsmanship: clean, crisp neat and careful work, no bent edges or creases, no smudges, etc. • Daily care of materials, supplies, and projects is consistent and appropriate • Participation in quarterly maintenance • Tools are used safely and respectfully. • Use of appropriate art vocabulary in discussions and/or critiques
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<p>C. Know classification skills with materials and processes used to create works in the arts.</p>	<p>interpret, and form & test?</p> <p>► Why is developing a sequential thought process important?</p> <ul style="list-style-type: none"> • Necessary in printmaking and other art making. • Transferable to all learning and problem solving. <p>How can print be made?</p> <p>► What does color do in the creative process?</p> <p>► How can students use printmaking terms while creating their artwork?</p> <p>► How can students understand cultural contexts of art?</p> <ul style="list-style-type: none"> • Students will examine work from different periods of art • Students will visually compare work from different geographical regions 	<p>applications.</p> <ul style="list-style-type: none"> • Analyzing and interpreting art history. • Individual and Group project completion. • Individual and group analyzing and interpretation of art works. 	
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