

Planned Course: Primary Art	Course Number:	Department: Art	
Unit: Drawing	Grade Level: k-3	Date Approved: 8/8/2011	
Estimated Time: 36 weeks (integrated)	Level/Track:		
PA Academic Standards	Core Concepts (in question format)	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>9.1.3:</p> <p>A. Know and use the elements and principles of each art 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>G. Recognize the function of rehearsals the practice sessions.</p> <p>H. Handle materials, equipment and tools safely at work and performance spaces.</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 drawing techniques such as: <ul style="list-style-type: none"> Imaginative drawing Surrealistic drawing Abstract drawing Still Life drawing Perspective drawing Self-portraits & Portraits Landscape drawing Rendering a realistic Object Animal drawing Integration of social Studies units Architecture drawing • Discuss and demonstrate how to use drawing tools and materials such as: <ul style="list-style-type: none"> Pencils Erasers Graphite Colored pencils Charcoal Various types of papers Etc. 	<ul style="list-style-type: none"> • Informal assessment regarding class participation level. • Formal grading of finished projects (including assessment of core concepts). • Informal assessments through class and individual critiques. • Student written self-evaluations upon completion of projects. • Informal and formal assessment of sketchbook work. • Teacher evaluation • Student checklists • Student practice • Daily work grade
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------


Planned Course: Primary Art	Course Number:	Department: Art
Unit: Drawing	Grade Level: k-3	
Estimated Time: 36 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)
------------------------------	-----------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------	--------------------------------------------------

<p>9.2.3: C. Relate works in the arts to varying styles and genre and to the periods in which they were created.</p> <p>E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.</p> <p>F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p> <p>9.3.3: A. Recognize critical processes used in the examination of works in the arts and humanities.</p> <p>B. Know that works in the arts can be described by using the arts elements, principles, and concepts.</p> <p>C. Know classification skills with materials and processes used to create works in the arts.</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, interpret, and form & test?</p>	<ul style="list-style-type: none"> • Discuss the creative process of utilizing various color schemes and values. • 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 applications. 	<ul style="list-style-type: none"> • Informally review the history of the drawing process through class discussion • 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
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Planned Course: Primary Art	Course Number:	Department: Art	
Unit: Drawing	Grade Level: k-3	Date Approved: 8/8/2011	
Estimated Time: 36 weeks (integrated)	Level/Track:		
PA Academic Standards	Core Concepts (in question format)	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>9.4.3:</p> <p>B. Know how to communicate an informed individual opinion about the meaning of works in the arts.</p> <p>C. Recognize that the environment of the observer influences individual aesthetic responses to works in the arts..</p> <p>D. Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities</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 drawing be done?</p> <ul style="list-style-type: none"> • Tools used • Techniques • Materials • Formulas • Observation skills • Spatial relationships <p>► What does value do in the creative process?</p> <p>► How can students use drawing 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 	<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. 	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Planned Course: Primary Art		Course Number:		Department: Art	
Unit: Drawing		Grade Level: k-3			
Estimated Time: 36 weeks (integrated)		Level/Track:		Date Approved: 8/8/2011	
PA Academic Standards	 Core Concepts (in question format) <ul style="list-style-type: none"> • Skills/Knowledge 	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)		