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| Planned Course: Intermediate Art | Course Number: | Department: ART |
| Unit: Sculpture (crafts) | Grade Level: 4-5 | |
| 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>9.1.7:</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. Identify and use comprehensive vocabulary within each of the art forms</p> <p>E. Communicate a unifying theme or point of view through the production of works in the arts.</p> <p>J. Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts of 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. <p>► How is composition (using elements/principles) important in the making of art?</p> <ul style="list-style-type: none"> • Understanding and | <p>Completion of sculpture activities/projects such as:</p> <ul style="list-style-type: none"> • Paper sculpture • Plaster sculpture • Paris Craft Sculpture • Straw Sculpture • Pipe cleaner Sculpture • Wire Sculpture • Found Object Sculpture • Craft Stick Sculpture • Clay Sculpture • Card Board Sculpture <p>Teacher Modeling and demonstration of tools and techniques.</p> <p>Direct Instruction</p> <p>Class Discussion</p> <p>Reproduction/Multimedia/Text resources.</p> <p>Completion of Projects</p> <p>Sketches and planning/ Sketchbooks.</p> | <ul style="list-style-type: none"> • Informal assessment regarding class participation level. • Formal grading of finished drawing 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 |
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| <p>K. Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p> <p>9.2.7: 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>G. Relate works in the arts to geographic regions.</p> <p>9.3.3: A. Recognize critical processes used in the examination of works in the arts and humanities. -compare and contrast -analyze -interpret -form and test hypotheses</p> | <p>applying the elements of art.</p> <ul style="list-style-type: none"> • 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. <p>Development of problem solving skills</p> <p>▶ How can students recognize and use the processes of compare/contrast, analyze, interpret, and form & test?</p> <p>▶ Why is developing a sequential thought process important?</p> | <ul style="list-style-type: none"> • Investigation into career applications. • Analyzing and interpreting art history. • Individual and Group project completion. • Individual and group analyzing and interpretation of art works. | <ul style="list-style-type: none"> • Final project • Criteria for the project • Formal analysis • 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>-Evaluate/form judgements</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> | <ul style="list-style-type: none"> • Necessary in printmaking and other art making. • Transferable to all learning and problem solving. <p>▶Will the students be able to develop techniques of gluing, taping, carving, building, folding, cutting, and displaying a sculpture?</p> <p>▶Will the students be able to create a three-dimensional project using the elements of art?</p> <p>▶Will the students be able to understand and appreciate the sculptural ornamentations in our environment?</p> <p>▶Will the students be able to develop basic construction techniques?</p> <p>▶Will the student be able to exercise respect for art materials and others' work?</p> | | |
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