

Roman Catholic Diocese of Harrisburg

Art Curriculum

Kindergarten through 8th grade

Revised 2023



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Diocese of Harrisburg Art Curriculum Grades K-8

State Standard 9.1A - Know and use the elements and principles of each art form to create works in the arts									
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Elements of Art									
Line	x	x	x	x	x	x	x	x	x
Shape	x	x	x	x	x	x	x	x	x
Color	x	x	x	x	x	x	x	x	x
Value	x	x	x	x	x	x	x	x	x
Space	x	x	x	x	x	x	x	x	x
Form	x	x	x	x	x	x	x	x	x
Texture	x	x	x	x	x	x	x	x	x
Principles of Art									
Balance									
Movement	x	x	x	x	x	x	x	x	x
Unity	x	x	x	x	x	x	x	x	x
Contrast						x	x	x	x
Pattern	x	x	x						
Emphasis					x	x	x	x	x
Rhythm									
State Standard 9.1.J Apply traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.									

Paint								
Draw								
Craft/Folk Art	x	x	x	x				
Fiber Art	x	x	x			x		
Sculpt								
Printmake	x	x	x				x	
Multimedia	x	x	x	x	x	x	x	x
Computer Generated								

State Standard 9.1.D Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.

Demonstrate knowledge of at least two styles of art

Art Nouveau								
Avant-garde								
Baroque								
Classicism								
Constructivism	x	x	x	x				
Cubism	x			x				
Dada / Dadaism								
Expressionism								
Fauvism								
Futurism								

Impressionism								
Installation Art		x		x				
Land Art /	x	x	x	x	x	x	x	x

Earth Art								
Minimalism								
Pointillism								
Pop Art	x	x	x	x	x	x	x	x
Rococo								
Surrealism						x		
Suprematism								
Modern								
Contemporary								
Other								
State Standard 9.2 Historical and Cultural Context.								
Describe historical era and geographic area arts and use techniques in their own work								
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	x	x	x	x	x	x	x	x
Identify, Describe, and Analyze various works of art.								
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	x	x	x	x	x	x	x	x

Kindergarten

Media/Skills	Learning Objectives	Content	Standards (PA)	Standards (National Core Visual Art)	Date Assessed
<p>PAINTING</p> <p>Transparent watercolors – techniques wet on wet dry brush Opaque tempera</p> <p>Brushes, Tools, Equipment correct use correct care correct storage Color mixing Style of paint application</p> <p>Weaving Process paper strands terminology</p>	<p>A. Know and use the elements and principles to create original works in the visual arts field.</p> <p>B. Develop the ability to produce, review and revise original works in the field of visual arts.</p> <p>C. Develop vocabulary specific to visual arts production, history, culture, criticism and aesthetics.</p>	<ul style="list-style-type: none"> • Know the difference between art materials, techniques, and processes used in creating the visual arts. • Describe how different materials and techniques can cause different outcomes or responses. • Use different media, techniques, and processes to communicate. • Use art materials and tools in a safe and responsible manner. • Recognize the organization of ideas in the production of art • Understand “Art” as a form of expression 	<p>9.1 Production, Performance, and Exhibition: The goals for this area focus on the manipulative skills and conceptual understanding to be achieved by the learners in order to produce, perform, and exhibit their own works in the arts.</p> <p>9.2 Historical and Cultural Contexts: Historical and Cultural Contexts: The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to identify, compare, contrast, and analyze works in the arts in their historical and cultural context. Effort should be</p>	<p>VA:Cr1.1.Ka Engage in exploration and imaginative play with materials.</p> <p>VA:Cr1.2.Ka Engage collaboratively in creative art-making in response to an artistic problem.</p> <p>VA:Cr2.1.Ka Through experimentation, build skills in various media and approaches to artmaking.</p> <p>VA:Cr2.2.Ka Identify safe and non-toxic art materials, tools, and equipment.</p> <p>VA:Cr2.3.Ka Create art that represents natural and constructed environments.</p> <p>VA:Cr3.1.Ka Explain the process of making art while creating.</p> <p>VA:Pr4.1.Ka Select art objects for personal portfolio and display, explaining why they were chosen.</p>	<p>9/6-8/2022</p> <hr/> <p>9/13-15/2022</p> <hr/> <p>9/6-8/2022</p> <hr/> <p>9/6-8/2022</p> <hr/>
<p>PRINTMAKING</p> <p>Stamping/Stenciling Mono-print texture rubbing</p>	<p>D. Develop knowledge of visual arts styles through performance or exhibition of unique works.</p> <p>E. Develop ability to communicate ideas, points of view, emotions, or actions through visual</p>				
<p>SCULPTURE</p> <p>Molding Construction paper (curl, fold, score, glue, fringe) cardboard (cut, glue)</p>					
<p>COLLAGE/MONTAGE</p> <p>Cut/tear Papers</p>					
<p>CLAY BODIES</p> <p>Manipulate to create form</p>					

<p>Pinch</p> <p>CRAFTS/FOLK ARTS</p> <p>Decorative arts lettering stamping/stenciling/ incising painting/printing montage/collage</p>	<p>arts.</p> <p>F. Develop ability to explain and analyze the artwork of others and things that influenced it.</p> <p>G. Develop an understanding of and appreciation for the necessity of practice and rehearsal.</p> <p>H. Use materials, equipment and tools effectively and safely in the production of works of art.</p> <p>I. Develop an appreciation for arts events in the school, local community, and state regions.</p> <p>J. Develop skills in the use of traditional and contemporary technologies for work in the arts.</p> <p>K. Further</p>	<p>and visual statement.</p> <ul style="list-style-type: none"> • Understand specific content in works of art. • Use symbols, subject matter, and ideas to communicate meaning in their artwork. • Know that the visual arts have a history and specific relationships to different cultures. • Be able to identify specific works of art as belonging to a particular culture, time, or place. • Understand there are different reasons and purposes for creating visual art. • Understand similarities and differences between the visual arts and other art disciplines. 	<p>made to coordinate with district’s social studies, literature, and other curricula when possible</p> <p>9.3 Critical Response: The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to examine, analyze, interpret, and evaluate works in the arts. Emphasis should be placed on developing various processes of critical analysis that will allow the learner to interpret meaning(s) of a work of art.</p> <p>9.4 Aesthetic Response: The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to investigate the</p>	<p>VA:Pr5.1.Ka Explain the purpose of a portfolio or collection.</p> <p>VA:Pr6.1.Ka Explain what an art museum is and distinguish how an art museum is different from other buildings.</p> <p>VA:Re7.1.Ka Identify uses of art within one’s personal environment.</p> <p>VA:Re7.2.Ka Describe what an image represents.</p> <p>VA:Re8.1.Ka Interpret art by identifying subject matter and describing relevant details.</p> <p>VA:Re9.1.Ka Explain reasons for selecting a preferred artwork.</p> <p>VA:Cn10.1.Ka Create art that tells a story about a life experience.</p> <p>VA:Cn11.1.Ka Identify the purpose of an artwork.</p>	<hr/> <hr/> <p>11/1-3/2022</p> <hr/> <hr/> <p>11/1-3/2022</p> <hr/>
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	appreciation of the arts through use of traditional and contemporary technologies.		philosophical aspects of work in the arts. The learner explores personal and historical definitions of art and art's varied purposes. Emphasis should be placed on examining how aesthetic choices impact the intended and/or interpreted meanings		
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Grade 1

Media/Skills	Learning Objectives	Content	Standards (PA)	Standards (National Core Visual Art)	Date Assessed
<p>PAINTING</p> <p>Transparent watercolors – techniques wet on wet dry brush Opaque tempera</p> <p>Brushes, Tools, Equipment correct use correct care correct storage Color mixing Style of paint application</p> <p>Weaving Process paper strands terminology</p>	<p>A. Know and use the elements and principles to create original works in the visual arts field.</p> <p>B. Develop the ability to produce, review and revise original works in the field of visual arts.</p> <p>C. Develop vocabulary specific to visual arts production, history, culture, criticism and aesthetics.</p>	<p>Primary, Secondary, warm and cool colors.</p> <p>Forms and shapes such as Geometric, Square, Circle, Oval, Rectangle, Triangle, Diamond.</p> <p>Contour and Directional lines.</p> <p>Actual/Real Space, Linear Space, Positive Space, Negative Space.</p> <p>Actual/Real Texture.</p> <p>Rubbings or “frottage”.</p> <p>Value: Contrast.</p> <p>Balance/Symmetry.</p> <p>Natural Proportion/Scale.</p> <p>Repetition/Patterns: random and planned.</p>	<p>9.1 Production, Performance, and Exhibition: The goals for this area focus on the manipulative skills and conceptual understanding to be achieved by the learners in order to produce, perform, and exhibit their own works in the arts.</p> <p>9.2 Historical and Cultural Contexts: Historical and Cultural Contexts: The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to identify, compare, contrast, and analyze works in the arts in their historical and cultural context. Effort should be</p>	<p>VA:Cr1.1.1a Engage collaboratively in exploration and imaginative play with materials.</p> <p>VA:Cr1.2.1a Use observation and investigation in preparation for making a work of art.</p> <p>VA:Cr2.1.1a Explore uses of materials and tools to create works of art or design</p> <p>VA:Cr2.2.1a Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.</p> <p>VA:Cr2.3.1a Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.</p> <p>VA:Cr3.1.1a Use art vocabulary to describe choices while creating art.</p> <p>VA:Pr4.1.1a Explain why some objects, artifacts, and artwork are</p>	<p>9/6-8/2022</p> <hr/> <p>9/6-8/2022</p> <hr/> <p>9/13-15/2022</p> <hr/> <p>9/20-22/2022</p> <hr/>
<p>PRINTMAKING</p> <p>Stamping/Stenciling Mono-print texture rubbing</p> <p>SCULPTURE</p> <p>Molding Construction paper (curl, fold, score, glue, fringe) cardboard (cut, glue)</p> <p>COLLAGE/MONTAGE</p> <p>Cut/tear Papers</p> <p>CLAY BODIES</p> <p>Manipulate to create form</p>	<p>D. Develop knowledge of visual arts styles through performance or exhibition of unique works.</p> <p>E. Develop ability to communicate ideas, points of view, emotions, or actions through visual</p>				

<p>Pinch</p> <p>CRAFTS/FOLK ARTS</p> <p>Decorative arts lettering stamping/stenciling/ incising painting/printing montage/collage</p>	<p>arts.</p> <p>F. Develop ability to explain and analyze the artwork of others and things that influenced it.</p> <p>G. Develop an understanding of and appreciation for the necessity of practice and rehearsal.</p> <p>H. Use materials, equipment and tools effectively and safely in the production of works of art.</p> <p>I. Develop an appreciation for arts events in the school, local community, and state regions.</p> <p>J. Develop skills in the use of traditional and contemporary technologies for work in the arts.</p> <p>K. Further</p>	<p>Visual Unity/Harmony.</p> <p>Combine a variety of elements and principles of art and evaluate own artwork.</p> <p>Recognize and use fundamental vocabulary.</p> <p>Use knowledge of varied styles in performance or exhibit.</p> <p>Describe and use knowledge of a specific style in display or art work.</p> <p>Create Artwork to Define an object</p> <p>Express emotion Illustrate an action Relate an experience.</p> <p>Identify works of other artists, recognize differences, Identify</p>	<p>made to coordinate with district’s social studies, literature, and other curricula when possible</p> <p>9.3 Critical Response: The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to examine, analyze, interpret, and evaluate works in the arts. Emphasis should be placed on developing various processes of critical analysis that will allow the learner to interpret meaning(s) of a work of art.</p> <p>9.4 Aesthetic Response: The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to investigate the</p>	<p>valued over others</p> <p>VA:Pr5.1.1a Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.</p> <p>VA:Pr6.1.1a Identify the roles and responsibilities of people who work in and visit museums and other art venues.</p> <p>VA:Re.7.1.1a Select and describe works of art that illustrate daily life experiences of one’s self and others.</p> <p>VA:Re.7.2.1a Compare images that represent the same subject.</p> <p>VA:Re8.1.1a Interpret art by categorizing subject matter and identifying the characteristics of form.</p> <p>VA:Re9.1.1a Classify artwork based on different reasons for preferences.</p> <p>VA:Cn10.1.1a Understand that people from different places and times have made art</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>9/27-29/2022</p> <hr/>
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	appreciation of the arts through use of traditional and contemporary technologies.	proper storage.	philosophical aspects of work in the arts. The learner explores personal and historical definitions of art and art's varied purposes. Emphasis should be placed on examining how aesthetic choices impact the intended and/or interpreted meanings	for a variety of reasons.	<hr/>
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Grade 2

Media/Skills	Learning Objectives	Content	Standards (PA)	Standards (National Core Visual Art)	Date Assessed
<p>PAINTING Transparent watercolors – techniques wet on wet dry brush Opaque tempera</p> <p>Brushes, Tools, Equipment correct use correct care correct storage Color mixing Style of paint application</p> <p>Weaving Process paper strands terminology</p> <p>PRINTMAKING Stamping/Stenciling Mono-print texture rubbing</p> <p>SCULPTURE Molding Construction paper (curl, fold, score, glue, fringe) cardboard (cut, glue)</p> <p>COLLAGE/MONTAGE Cut/tear Papers</p>	<p>A. Know and use the elements and principles to create original works in the visual arts field.</p> <p>B. Develop the ability to produce, review and revise original works in the field of visual arts.</p> <p>C. Develop vocabulary specific to visual arts production, history, culture, criticism and aesthetics.</p> <p>D. Develop knowledge of visual arts styles through performance or exhibition of unique works.</p> <p>E. Develop ability to communicate ideas, points of view,</p>	<p>Color Primary Secondary Intermediate Warm/Cool</p> <p>Form/Shape Geometric Square Circle Oval Rectangle Triangle Diamond Biomorphic or natural</p> <p>2 dimensional/3 dimensional</p> <p>Line Contour Directional</p> <p>Space Positive/Negative</p> <p>Texture Actual or real Rubbing or “frottage”</p> <p>Value Contrast</p> <p>Balance Symmetrical</p> <p>Contrast Value contrast Color</p>	<p>9.1 Production, Performance, and Exhibition: The goals for this area focus on the manipulative skills and conceptual understanding to be achieved by the learners in order to produce, perform, and exhibit their own works in the arts.</p> <p>9.2 Historical and Cultural Contexts: Historical and Cultural Contexts: The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to identify, compare, contrast, and analyze works in the arts in their historical</p>	<p>VA:Cr1.1.2a Brainstorm collaboratively multiple approaches to an art or design problem.</p> <p>VA:Cr1.2.2a Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</p> <p>VA:Cr2.1.2a Experiment with various materials and tools to explore personal interests in a work of art or design.</p> <p>VA:Cr2.2.2a Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</p> <p>VA:Cr2.3.2a Repurpose objects to make something new.</p> <p>VA:Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork</p> <p>VA:Pr4.1.2a</p>	<p>_____</p> <p>_____</p> <p>9/6-8/2022</p> <p>_____</p> <p>9/6-8/2022</p> <p>_____</p> <p>9/20-22/2022</p> <p>_____</p>

<p>CLAY BODIES Manipulate to create form Pinch</p> <p>CRAFTS/FOLK ARTS Decorative arts lettering stamping/stenciling/incising painting/printing montage/collage</p>	<p>emotions, or actions through visual arts.</p> <p>F. Develop ability to explain and analyze the artwork of others and things that influenced it.</p> <p>G. Develop an understanding of and appreciation for the necessity of practice and rehearsal.</p> <p>H. Use materials, equipment and tools effectively and safely in the production of works of art.</p> <p>I. Develop an appreciation for arts events in the school, local community, and state regions.</p> <p>J. Develop skills in the use of traditional and contemporary technologies for work in</p>	<p>Warm/Cool</p> <p>Proportion/Scale Natural</p> <p>Repetition Pattern/Random; planned</p> <p>Unity/Harmony Visual</p> <p>Develop the ability to produce, review and revise original works in the field of visual arts. Combine a variety of elements. Combine a variety of principles. Evaluate own artwork.</p> <p>Recognize vocabulary</p> <p>Use knowledge of varied styles in performance or exhibit. Describe and use knowledge of a specific style in display or art work.</p> <p>Create works of art to:</p>	<p>and cultural context. Effort should be made to coordinate with district’s social studies, literature, and other curricula when possible</p> <p>9.3 Critical Response: The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to examine, analyze, interpret, and evaluate works in the arts. Emphasis should be placed on developing various processes of critical analysis that will allow the learner to interpret meaning(s) of a work of art.</p> <p>9.4 Aesthetic Response: The goals for this area focus on the skills and knowledge to be achieved by the</p>	<p>Categorize artwork based on a theme or concept for an exhibit.</p> <p>VA:Pr5.1.2a Distinguish between different materials or artistic techniques for preparing artwork for presentation.</p> <p>VA:Pr6.1.2a Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.</p> <p>VA:Re7.1.2a Perceive and describe aesthetic characteristics of one’s natural world and constructed environments.</p> <p>VA:Re7.2.2a Categorize images based on expressive properties.</p> <p>VA:Re8.1.2a Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.</p> <p>VA:Re9.1.2a Use learned art vocabulary to</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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	<p>the arts.</p> <p>K. Further appreciation of the arts through use of traditional and contemporary technologies.</p>	<p>Define an object Express emotion Illustrate an action Relate an experience</p> <p>Identify works of other artists.</p> <p>Identify proper storage</p>	<p>learners that are needed to investigate the philosophical aspects of work in the arts. The learner explores personal and historical definitions of art and art's varied purposes. Emphasis should be placed on examining how aesthetic choices impact the intended and/or interpreted meanings</p>	<p>express preferences about artwork.</p> <p>VA:Cn10.1.2a Create works of art about events in home, school, or community life.</p> <p>VA:Cn11.1.2a Compare and contrast cultural uses of artwork from different times and places</p>	<hr/> <p>9/27-29</p> <hr/>
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Grade 3

Media/Skills	Learning Objectives	Content	Standards (PA)	Standards (National Core Visual Art)	Date Assessed
<p>PAINTING Transparent watercolors – techniques wet on wet dry brush Opaque tempera</p> <p>Brushes, Tools, Equipment correct use correct care correct storage Color mixing Style of paint application</p> <p>Weaving Process paper strands terminology</p> <p>PRINTMAKING Stamping/Stenciling Mono-print texture rubbing</p> <p>SCULPTURE Molding Construction paper (curl, fold, score, glue, fringe) cardboard (cut, glue)</p> <p>COLLAGE/MONTAGE Cut/tear Papers</p>	<p>A. Know and use the elements and principles to create original works in the visual arts field.</p> <p>B. Develop the ability to produce, review and revise original works in the field of visual arts.</p> <p>C. Develop vocabulary specific to visual arts production, history, culture, criticism and aesthetics.</p> <p>D. Develop knowledge of visual arts styles through performance or exhibition of unique works.</p> <p>E. Develop ability to communicate ideas, points</p>	<p>Color Primary Secondary Intermediate Warm/Cool</p> <p>Form/Shape Geometric Square Circle Oval Rectangle Triangle Diamond Biomorphic or natural</p> <p>2 dimensional/3 dimensional</p> <p>Line Contour Expressive Gestural Directional</p> <p>Space Actual or real Sculptural Linear space Positive/Negative</p> <p>Texture Actual or real Rubbing or “frottage”</p> <p>Value Contrast</p>	<p>9.1 Production, Performance, and Exhibition: The goals for this area focus on the manipulative skills and conceptual understanding to be achieved by the learners in order to produce, perform, and exhibit their own works in the arts.</p> <p>9.2 Historical and Cultural Contexts: Historical and Cultural Contexts: The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to identify, compare, contrast, and analyze works in the arts in</p>	<p>VA:Cr1.1.3a Elaborate on an imaginative idea.</p> <p>VA:Cr1.2.3a Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.</p> <p>VA:Cr2.1.3a Create personally satisfying artwork using a variety of artistic processes and materials.</p> <p>VA:Cr2.2.3a Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</p> <p>VA:Cr2.3.3a Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.</p> <p>VA:Cr3.1.3a</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

<p>CLAY BODIES Manipulate to create form Pinch</p> <p>CRAFTS/FOLK ARTS Decorative arts lettering stamping/stenciling/ incising painting/printing montage/collage</p>	<p>of view, emotions, or actions through visual arts.</p> <p>F. Develop ability to explain and analyze the artwork of others and things that influenced it.</p> <p>G. Develop an understanding of and appreciation for the necessity of practice and rehearsal.</p> <p>H. Use materials, equipment and tools effectively and safely in the production of works of art.</p> <p>I. Develop an appreciation for arts events in the school, local community, and state regions.</p> <p>J. Develop skills in the use of traditional and contemporary technologies</p>	<p>Balance Symmetrical Emphasis/Focal point Focal areas</p> <p>Movement/Rhythm Linear Regular/Irregular</p> <p>Proportion/Scale Natural</p> <p>Repetition Pattern/Random; planned</p> <p>Unity/Harmony Visual Textural</p> <p>Combine a variety of elements. Combine a variety of principles. Evaluate own artwork.</p> <p>Recognize vocabulary</p> <p>Use knowledge of varied styles in performance or exhibit. Describe and use knowledge of a specific style in display or art work.</p>	<p>their historical and cultural context. Effort should be made to coordinate with district’s social studies, literature, and other curricula when possible</p> <p>9.3 Critical Response: The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to examine, analyze, interpret, and evaluate works in the arts. Emphasis should be placed on developing various processes of critical analysis that will allow the learner to interpret meaning(s) of a work of art.</p> <p>9.4 Aesthetic Response: The goals for this area focus on the skills and knowledge to be achieved</p>	<p>Elaborate visual information by adding details in an artwork to enhance emerging meaning.</p> <p>VA:Pr4.1.3a Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.</p> <p>VA:Pr5.1.3a Identify exhibit space and prepare works of art including artists’ statements for presentation.</p> <p>VA:Pr6.1.3a Identify and explain how and where different cultures record and illustrate stories and history of life through art.</p> <p>VA:Re7.1.3a Speculate about processes an artist uses to create a work of art.</p> <p>VA:Re7.2.3a Determine messages communicated by an image.</p> <p>VA:Re8.1.3a Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.</p> <p>VA:Re9.1.3a</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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	<p>for work in the arts.</p> <p>K. Further appreciation of the arts through use of traditional and contemporary technologies.</p>	<p>Create works of art to:</p> <p>Define an object</p> <p>Express emotion</p> <p>Illustrate an action</p> <p>Relate an experience</p> <p>Know and demonstrate how arts can communicate stories, experiences or emotions.</p> <p>Identify works of other artists.</p> <p>Recognize differences</p> <p>Know how to work in variety</p> <p>Work well in selected space.</p> <p>Identify proper storage</p> <p>Describe proper storage</p> <p>Store materials properly</p>	<p>by the learners that are needed to investigate the philosophical aspects of work in the arts. The learner explores personal and historical definitions of art and art's varied purposes. Emphasis should be placed on examining how aesthetic choices impact the intended and/or interpreted meanings</p>	<p>Evaluate an artwork based on given criteria.</p> <p>VA:Cn10.1.3a Develop a work of art based on observations of surroundings.</p> <p>VA:Cn11.1.3a Recognize that responses to art change depending on knowledge of the time and place in which it was made.</p>	<hr/> <hr/> <hr/>
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Grade 4

Media/Skills	Learning Objectives	Content	Standards (PA)	Standards (National Core Visual Art)	Date Assessed
<p>PAINTING Transparent watercolors – techniques wet on wet dry brush Opaque tempera</p> <p>Brushes, Tools, Equipment correct use correct care correct storage Color mixing Style of paint application</p> <p>Weaving Process paper strands terminology</p> <p>PRINTMAKING Stamping/Stenciling Mono-print texture rubbing</p> <p>SCULPTURE Molding Construction paper (curl, fold, score, glue, fringe) cardboard (cut, glue)</p> <p>COLLAGE/MONTAGE Cut/tear Papers</p> <p>CLAY BODIES</p>	<p>A. Know and use the elements and principles to create original works in the visual arts field.</p> <p>B. Develop the ability to produce, review and revise original works in the field of visual arts.</p> <p>C. Develop vocabulary specific to visual arts production, history, culture, criticism and aesthetics.</p> <p>D. Develop knowledge of visual arts styles through performance or exhibition of unique works.</p> <p>E. Develop ability to communicate ideas, points of view, emotions, or</p>	<p>Color Intermediate Warm/Cool Complimentary</p> <p>Form/Shape Geometric Square Circle Oval Rectangle Triangle Diamond Biomorphic or natural 2 dimensional/3 dimensional</p> <p>Line Contour Expressive Gestural Implied Directional Hatching for value</p> <p>Space Actual or real Sculptural Linear space Positive/Negative</p> <p>Texture Actual or real Rubbing or “frottage” Value Contrast</p>	<p>9.1 Production, Performance, and Exhibition: The goals for this area focus on the manipulative skills and conceptual understanding to be achieved by the learners in order to produce, perform, and exhibit their own works in the arts.</p> <p>9.2 Historical and Cultural Contexts: Historical and Cultural Contexts: The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to identify, compare, contrast, and analyze works in the arts in their historical and</p>	<p>VA:Cr1.1.4a Brainstorm multiple approaches to a creative art or design problem.</p> <p>VA:Cr1.2.4a Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.</p> <p>VA:Cr2.1.4a Explore and invent art-making techniques and approaches.</p> <p>VA:Cr2.2.4a When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.</p> <p>VA:Cr2.3.4a Document, describe, and represent regional constructed environments.</p> <p>VA:Cr3.1.4a Revise artwork in progress on the basis of insights gained through peer discussion.</p> <p>VA:Pr4.1.4a</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

<p>Manipulate to create form Pinch</p> <p>CRAFTS/FOLK ARTS Decorative arts lettering stamping/stenciling/ incising painting/printing montage/collage</p>	<p>actions through visual arts.</p> <p>F. Develop ability to explain and analyze the artwork of others and things that influenced it.</p> <p>G. Develop an understanding of and appreciation for the necessity of practice and rehearsal.</p> <p>H. Use materials, equipment and tools effectively and safely in the production of works of art.</p> <p>I. Develop an appreciation for arts events in the school, local community, and state regions.</p> <p>J. Develop skills in the use of traditional and contemporary technologies for work in the arts.</p>	<p>Balance Symmetrical</p> <p>Contrast Value contrast Color Warm/Cool</p> <p>Emphasis/Focal point Focal areas</p> <p>Movement/Rhythm Linear Regular/Irregular</p> <p>Proportion/Scale Natural</p> <p>Repetition Pattern/Random; planned</p> <p>Unity/Harmony Visual</p> <p>Develop the ability to produce, review and revise original works in the field of visual arts. Combine a variety of elements. Combine a variety of principles. Evaluate own artwork.</p> <p>Develop vocabulary specific to</p>	<p>cultural context. Effort should be made to coordinate with district's social studies, literature, and other curricula when possible</p> <p>9.3 Critical Response: The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to examine, analyze, interpret, and evaluate works in the arts. Emphasis should be placed on developing various processes of critical analysis that will allow the learner to interpret meaning(s) of a work of art.</p> <p>9.4 Aesthetic Response: The goals for this area focus on the skills and knowledge to</p>	<p>Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.</p> <p>VA:Pr5.1.4a Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats</p> <p>VA:Pr6.1.4a Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.</p> <p>VA:Re7.1.4a Compare responses to a work of art before and after working in similar media.</p> <p>VA:Re7.2.4a Analyze components in visual imagery that convey messages.</p> <p>VA:Re8.1.4a Interpret art by referring to contextual</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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	<p>K. Further appreciation of the arts through use of traditional and contemporary technologies.</p>	<p>visual arts production, history, culture, criticism and aesthetics. List APPENDIX A.</p> <p>Recognize vocabulary and use fundamental.</p> <p>Create works of art to: Define an object Express emotion Illustrate an action Relate an experience Know and demonstrate how arts can communicate stories, experiences or emotions.</p> <p>Develop ability to explain and analyze the artwork of others and things that influenced it. Identify works of other artists.</p> <p>Develop an understanding of and appreciation for the necessity of practice and rehearsal.</p>	<p>be achieved by the learners that are needed to investigate the philosophical aspects of work in the arts. The learner explores personal and historical definitions of art and art’s varied purposes. Emphasis should be placed on examining how aesthetic choices impact the intended and/or interpreted meanings</p>	<p>information, and analyzing relevant subject matter, characteristics of form, and use of media.</p> <p>VA:Re9.1.4a Apply one set of criteria to evaluate more than one work of art.</p> <p>VA:Cn10.1.4a Create works of art that reflect community cultural traditions.</p> <p>VA:Cn11.1.4a Through observation, infer information about time, place, and culture in which a work of art was created.</p>	<hr/> <hr/> <hr/> <hr/>
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		<p>H. Use materials, equipment and tools effectively and safely in the production of works of art. Describe. Recognize differences</p> <p>Know how to work in variety</p> <p>Identify proper storage Describe proper storage Store materials properly</p>			
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Grade 5

Media/Skills	Learning Objectives	Content	Standards (PA)	Standards (National Core Visual Art)	Date Assessed
<p>PAINTING Transparent watercolors – techniques wet on wet dry brush Opaque tempera</p> <p>Brushes, Tools, Equipment correct use correct care correct storage Color mixing Style of paint application</p> <p>Weaving Process paper strands terminology</p> <p>PRINTMAKING Stamping/Stenciling Mono-print texture rubbing</p> <p>SCULPTURE Molding Construction paper (curl, fold, score, glue, fringe) cardboard (cut, glue)</p> <p>COLLAGE/MONTAGE Cut/tear Papers</p>	<p>A. Know and use the elements and principles to create original works in the visual arts field.</p> <p>B. Develop the ability to produce, review and revise original works in the field of visual arts.</p> <p>C. Develop vocabulary specific to visual arts production, history, culture, criticism and aesthetics.</p> <p>D. Develop knowledge of visual arts styles through performance or exhibition of unique works.</p> <p>E. Develop ability to communicate ideas, points</p>	<p>Color Intermediate Warm/Cool Complimentary Analogous</p> <p>Form/Shape</p> <p>Biomorphic or natural</p> <p>Line Expressive Gestural Implied Directional Hatching for value</p> <p>Space Sculptural Architectural Linear space</p> <p>Texture Collage Simulated</p> <p>Value High-key/Low-key</p> <p>Balance Symmetrical Asymmetrical</p> <p>Contrast Value contrast Color Intensity</p>	<p>9.1 Production, Performance, and Exhibition: The goals for this area focus on the manipulative skills and conceptual understanding to be achieved by the learners in order to produce, perform, and exhibit their own works in the arts.</p> <p>9.2 Historical and Cultural Contexts: Historical and Cultural Contexts: The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to identify, compare, contrast, and analyze works in the arts in</p>	<p>VA:Cr1.1.5a Combine ideas to generate an innovative idea for art-making.</p> <p>VA:Cr1.2.5a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.</p> <p>VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice.</p> <p>VA:Cr2.2.5a Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.</p> <p>VA:Cr2.3.5a Identify, describe, and visually document places and/or objects of personal significance.</p> <p>VA:Cr3.1.5a Create artist statements</p>	<hr/> <hr/> <hr/> <hr/>

<p>CLAY BODIES Manipulate to create form Pinch</p> <p>CRAFTS/FOLK ARTS Decorative arts lettering stamping/stenciling/incising painting/printing montage/collage</p>	<p>of view, emotions, or actions through visual arts.</p> <p>F. Develop ability to explain and analyze the artwork of others and things that influenced it.</p> <p>G. Develop an understanding of and appreciation for the necessity of practice and rehearsal.</p> <p>H. Use materials, equipment and tools effectively and safely in the production of works of art.</p> <p>I. Develop an appreciation for arts events in the school, local community, and state regions.</p> <p>J. Develop skills in the use of traditional and contemporary technologies</p>	<p>Simultaneous</p> <p>Emphasis/Focal point</p> <p>Focal areas</p> <p>Visual emphasis with shapes</p> <p>Movement/Rhythm</p> <p>Linear</p> <p>Visual Regular/Irregular</p> <p>Staccato</p> <p>Proportion/Scale</p> <p>Natural</p> <p>Relational</p> <p>Repetition</p> <p>Pattern/Random; planned</p> <p>Pattern/Radial</p> <p>Unity/Harmony</p> <p>Visual</p> <p>Textural</p> <p>B. Develop the ability to produce, review and revise original works in the field of visual arts.</p> <p>Combine a variety of elements.</p> <p>Combine a variety of principles.</p> <p>Evaluate own artwork.</p> <p>Develop the</p>	<p>their historical and cultural context. Effort should be made to coordinate with district's social studies, literature, and other curricula when possible</p> <p>9.3 Critical Response: The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to examine, analyze, interpret, and evaluate works in the arts. Emphasis should be placed on developing various processes of critical analysis that will allow the learner to interpret meaning(s) of a work of art.</p> <p>9.4 Aesthetic Response: The goals for this area focus on the skills and knowledge to be achieved</p>	<p>using art vocabulary to describe personal choices in artmaking.</p> <p>VA:Pr4.1.5a Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts and artwork.</p> <p>VA:Pr5.1.5a Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.</p> <p>VA:Pr6.1.5a Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.</p> <p>VA:Re7.1.5a Compare one's own interpretation of a work of art with the interpretation of others.</p> <p>VA:Re7.2.5a Identify and analyze cultural associations suggested by visual imagery.</p> <p>VA:Re8.1.5a</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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	<p>for work in the arts.</p> <p>K. Further appreciation of the arts through use of traditional and contemporary technologies.</p>	<p>ability to produce, review and revise original works in the field of visual arts.</p> <p>Combine a variety of elements. Combine a variety of principles. Evaluate own artwork.</p> <p>Develop vocabulary specific to visual arts production, history, culture, criticism and aesthetics. List APPENDIX A. Recognize vocabulary and use fundamental.</p> <p>Develop knowledge of visual arts styles through performance or exhibition of unique works. Use knowledge of varied styles in performance or exhibit. Describe and use</p>	<p>by the learners that are needed to investigate the philosophical aspects of work in the arts. The learner explores personal and historical definitions of art and art's varied purposes. Emphasis should be placed on examining how aesthetic choices impact the intended and/or interpreted meanings</p>	<p>Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.</p> <p>VA:Re9.1.5a Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.</p> <p>VA:Cn10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.</p> <p>VA:Cn11.1.5a Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society</p>	<hr/> <hr/> <hr/> <hr/>
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		<p>knowledge of a specific style in display or art work.</p> <p>Create works of art to: Define an object Express emotion Illustrate an action Relate an experience</p> <p>Develop ability to explain and analyze the artwork of others and things that influenced it. Identify works of other artists. Describe works of other artists. Explain works of other artists.</p> <p>Develop an understanding of and appreciation for the necessity of practice and rehearsal. H. Use materials, equipment and tools effectively and safely in the production</p>			
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		<p>of works of art. Describe. Know how to work in variety Work well in selected space.</p> <p>Material storage Describe proper storage Store materials properly</p>			
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Grade 6

Media/Skills	Learning Objectives	Content	Standards (PA)	Standards (National Core Visual Art)	Date Assessed
<p>PAINTING Transparent watercolors – techniques wet on wet dry brush Opaque tempera</p> <p>Brushes, Tools, Equipment correct use correct care correct storage Color mixing Style of paint application</p> <p>Weaving Process paper strands terminology</p> <p>PRINTMAKING Stamping/Stenciling Mono-print texture rubbing</p> <p>SCULPTURE Molding Construction paper (curl, fold, score, glue, fringe) cardboard (cut, glue)</p> <p>COLLAGE/MONTAGE Cut/tear Papers</p>	<p>A. Know and use the elements and principles to create original works in the visual arts field.</p> <p>B. Develop the ability to produce, review and revise original works in the field of visual arts.</p> <p>C. Develop vocabulary specific to visual arts production, history, culture, criticism and aesthetics.</p> <p>D. Develop knowledge of visual arts styles through performance or exhibition of unique works.</p> <p>E. Develop ability to communicate ideas, points of view,</p>	<p>Color Complimentary Analogous</p> <p>Line Expressive Gestural Implied Directional Hatching for value</p> <p>Space Architectural Linear space 1-point perspective positive/negative</p> <p>Texture Collage Simulated</p> <p>Value Contrast High-key/Low-key Color in value</p> <p>Balance Asymmetrical Radial Contrast Value contrast Color Intensity Simultaneous Shape Texture</p>	<p>9.1 Production, Performance, and Exhibition: The goals for this area focus on the manipulative skills and conceptual understanding to be achieved by the learners in order to produce, perform, and exhibit their own works in the arts.</p> <p>9.2 Historical and Cultural Contexts: Historical and Cultural Contexts: The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to identify, compare, contrast, and analyze works in the arts in their historical</p>	<p>VA:Cr1.1.6a Combine concepts collaboratively to generate innovative ideas for creating art.</p> <p>VA:Cr1.2.6a Formulate an artistic investigation of personally relevant content for creating art.</p> <p>VA:Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p> <p>VA:Cr2.2.6a Explain environmental implications of conservation, care, and clean up of art materials, tools, and equipment.</p> <p>VA:Cr3:1:6a Design or redesign objects, places, or systems that meet the identified needs of diverse users.</p> <p>VA:Cr3.1.6a Reflect on whether personal artwork</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

<p>CLAY BODIES Manipulate to create form Pinch</p> <p>CRAFTS/FOLK ARTS Decorative arts lettering stamping/stenciling/incising painting/printing montage/collage</p>	<p>emotions, or actions through visual arts.</p> <p>F. Develop ability to explain and analyze the artwork of others and things that influenced it.</p> <p>G. Develop an understanding of and appreciation for the necessity of practice and rehearsal.</p> <p>H. Use materials, equipment and tools effectively and safely in the production of works of art.</p> <p>I. Develop an appreciation for arts events in the school, local community, and state regions.</p> <p>J. Develop skills in the use of traditional and contemporary technologies for work in</p>	<p>Emphasis/Focal point Focal areas Movement/Rhythm) Linear Visual Regular/Irregular Staccato</p> <p>Proportion/Scale Natural Relational</p> <p>Repetition Pattern/Radial</p> <p>Unity/Harmony Visual Textural</p> <p>Develop the ability to produce, review and revise original works in the field of visual arts. Combine a variety of elements. Combine a variety of principles. Evaluate own artwork. Develop and use art theory. Incorporate general knowledge. Synthesize general knowledge. Develop</p>	<p>and cultural context. Effort should be made to coordinate with district’s social studies, literature, and other curricula when possible</p> <p>9.3 Critical Response: The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to examine, analyze, interpret, and evaluate works in the arts. Emphasis should be placed on developing various processes of critical analysis that will allow the learner to interpret meaning(s) of a work of art.</p> <p>9.4 Aesthetic Response: The goals for this area focus on the skills and knowledge to be achieved by the</p>	<p>conveys the intended meaning and revise accordingly.</p> <p>VA:Pr4.1.6a Analyze similarities and differences associated with preserving and presenting two dimensional, three dimensional, and digital artwork.</p> <p>VA:Pr5.1.6a Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.</p> <p>VA:Pr6.1.6a Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.</p> <p>VA:Re7.1.6a Identify and interpret works of art or design that reveal how people live around the world and what they value.</p> <p>VA:Re7.2.6a Analyze ways that visual components and cultural associations suggested by</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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	<p>the arts.</p> <p>K. Further appreciation of the arts through use of traditional and contemporary technologies.</p>	<p>vocabulary specific to visual arts production, history, culture, criticism and aesthetics.</p> <p>List</p> <p>Recognize vocabulary and use fundamental.</p> <p>Develop knowledge of visual arts styles through performance or exhibition of unique works.</p> <p>Use knowledge of varied styles in performance or exhibit.</p> <p>Describe and use knowledge of a specific style in display or art work.</p> <p>Create works of art to:</p> <p>Define an object</p> <p>Express emotion</p> <p>Illustrate an action</p> <p>Relate an experience</p> <p>Know and demonstrate how arts can communicate</p>	<p>learners that are needed to investigate the philosophical aspects of work in the arts. The learner explores personal and historical definitions of art and art’s varied purposes. Emphasis should be placed on examining how aesthetic choices impact the intended and/or interpreted meanings</p>	<p>images influence ideas, emotions, and actions.</p> <p>VA:Re8.1.6a Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.</p> <p>VA:Re9.1.6a Develop and apply relevant criteria to evaluate a work of art.</p> <p>VA:Cn10.1.6a Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.</p> <p>VA:Cn11.1.6a Analyze how art reflects changing times, traditions, resources, and cultural uses.</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
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		<p>stories, experiences or emotions.</p> <p>Communicate a unifying theme or point of view through a work of visual art.</p> <p>Develop ability to explain and analyze the artwork of others and things that influenced it. Identify works of other artists. Describe works of other artists. Explain works of other artists.</p> <p>Develop an understanding of and appreciation for the necessity of practice and rehearsal.</p> <p>H. Use materials, equipment and tools effectively and safely in the production of works of art. Describe. Explain</p>			
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		<p>Know how to work in variety Work well in selected space.</p> <p>Material storage Describe proper storage Store materials properly</p>			
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Grade 7

Media/Skills	Learning Objectives	Content	Standards (PA)	Standards (National Core Visual Art)	Date Assessed
<p>PAINTING</p> <p>Transparent watercolors – techniques wet on wet dry brush Opaque tempera</p> <p>Brushes, Tools, Equipment correct use correct care correct storage Color mixing Style of paint application</p> <p>Weaving Process paper strands terminology</p> <p>PRINTMAKING</p> <p>Stamping/Stenciling Mono-print texture rubbing</p> <p>SCULPTURE</p> <p>Molding Construction paper (curl, fold, score, glue, fringe) cardboard (cut, glue)</p> <p>COLLAGE/MONTAGE</p> <p>Cut/tear Papers</p> <p>CLAY BODIES</p>	<p>. Know and use the elements and principles to create original works in the visual arts field.</p> <p>B. Develop the ability to produce, review and revise original works in the field of visual arts.</p> <p>C. Develop vocabulary specific to visual arts production, history, culture, criticism and aesthetics.</p> <p>D. Develop knowledge of visual arts styles through performance or exhibition of unique works.</p> <p>E. Develop ability to communicate ideas, points of view, emotions, or</p>	<p>Color Complimentary Analogous</p> <p>Line Gestural Implied Hatching for value</p> <p>Space Architectural Linear space 1-point perspective</p> <p>Texture Collage Simulated</p> <p>Value Contrast Graded High-key/Low-key Color in value</p> <p>Balance Asymmetrical Radial</p> <p>Contrast Value contrast Color Intensity Simultaneous</p> <p>Emphasis/Focal point Color dominance Focal areas</p>	<p>9.1 Production, Performance, and Exhibition: The goals for this area focus on the manipulative skills and conceptual understanding to be achieved by the learners in order to produce, perform, and exhibit their own works in the arts.</p> <p>9.2 Historical and Cultural Contexts: Historical and Cultural Contexts: The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to identify, compare, contrast, and analyze works in the arts in their historical and cultural</p>	<p>VA:Cr1.1.7a Apply methods to overcome creative blocks.</p> <p>VA:Cr1.2.7a Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>VA:Cr2.1.7a Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>VA:Cr2.2.7a Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.</p> <p>VA:Cr2.3.7a Apply visual organizational strategies to design and produce a work of art, design, or</p>	<hr/> <hr/> <hr/> <hr/> <hr/>

<p>Manipulate to create form Pinch</p> <p>CRAFTS/FOLK ARTS Decorative arts lettering stamping/stenciling/ incising painting/printing montage/collage</p>	<p>actions through visual arts.</p> <p>F. Develop ability to explain and analyze the artwork of others and things that influenced it.</p> <p>G. Develop an understanding of and appreciation for the necessity of practice and rehearsal.</p> <p>H. Use materials, equipment and tools effectively and safely in the production of works of art.</p> <p>I. Develop an appreciation for arts events in the school, local community, and state regions.</p> <p>J. Develop skills in the use of traditional and contemporary technologies for work in the arts.</p>	<p>Visual emphasis with shapes</p> <p>Movement/Rhythm Linear Visual Regular/Irregular Staccato</p> <p>Proportion/Scale Natural Relational</p> <p>Repetition Pattern/Radial</p> <p>Unity/Harmony Visual Textural</p> <p>Develop the ability to produce, review and revise original works in the field of visual arts. Combine a variety of elements. Combine a variety of principles. Evaluate own artwork.</p> <p>Develop and use art theory. Incorporate general knowledge. Synthesize general knowledge.</p>	<p>context. Effort should be made to coordinate with district’s social studies, literature, and other curricula when possible</p> <p>9.3 Critical Response: The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to examine, analyze, interpret, and evaluate works in the arts. Emphasis should be placed on developing various processes of critical analysis that will allow the learner to interpret meaning(s) of a work of art.</p> <p>9.4 Aesthetic Response: The goals for this area focus on the skills and knowledge to be achieved by the learners that</p>	<p>media that clearly communicates information or ideas.</p> <p>VA:Cr3.1.7a Reflect on and explain important information about personal artwork in an artist statement or another format.</p> <p>VA:Pr4.1.7a Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.</p> <p>VA:Pr5.1.7a Based on criteria, analyze and evaluate methods for preparing and presenting art.</p> <p>VA:Pr6.1.7a Compare and contrast viewing and experiencing collections and exhibitions in different venues.</p> <p>VA:Re7.1.7a Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.</p> <p>VA:Re7.2.7a Analyze multiple ways that images</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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	<p>K. Further appreciation of the arts through use of traditional and contemporary technologies.</p>	<p>Develop vocabulary specific to visual arts production, history, culture, criticism and aesthetics. List Recognize vocabulary and use fundamental.</p> <p>Develop knowledge of visual arts styles through performance or exhibition of unique works. Use knowledge of varied styles in performance or exhibit. Describe and use knowledge of a specific style in display or art work.</p> <p>Create works of art to: Define an object Express emotion Illustrate an action Relate an experience Know and demonstrate</p>	<p>are needed to investigate the philosophical aspects of work in the arts. The learner explores personal and historical definitions of art and art's varied purposes. Emphasis should be placed on examining how aesthetic choices impact the intended and/or interpreted meanings</p>	<p>influence specific audiences.</p> <p>VA:Re8.1.7a Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.</p> <p>VA:Re9.1.7a Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.</p> <p>VA:Cn10.1.7a Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.</p> <p>VA:Cn11.1.7a Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources,</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
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		<p>how arts can communicate stories, experiences or emotions. Communicate a unifying theme or point of view through a work of visual art.</p> <p>Develop ability to explain and analyze the artwork of others and things that influenced it. Identify works of other artists. Describe works of other artists. Explain works of other artists.</p> <p>Develop an understanding of and appreciation for the necessity of practice and rehearsal.</p> <p>Use materials, equipment and tools effectively and safely in the production of works of art.</p> <p>Explain Recognize differences</p>		<p>and cultural uses.</p>	
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		Know how to work in variety Work well in selected space. Material storage Store materials properly			
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Grade 8

Media/Skills	Learning Objectives	Content	Standards (PA)	Standards (National Core Visual Art)	Date Assessed
<p>PAINTING Transparent watercolors – techniques wet on wet dry brush Opaque tempera</p> <p>Brushes, Tools, Equipment correct use correct care correct storage Color mixing Style of paint application</p> <p>Weaving Process paper strands terminology</p> <p>PRINTMAKING Stamping/Stenciling Mono-print texture rubbing</p> <p>SCULPTURE Molding Construction paper (curl, fold, score, glue, fringe) cardboard (cut, glue)</p> <p>COLLAGE/MONTAGE Cut/tear Papers</p>	<p>A. Know and use the elements and principles to create original works in the visual arts field.</p> <p>B. Develop the ability to produce, review and revise original works in the field of visual arts.</p> <p>C. Develop vocabulary specific to visual arts production, history, culture, criticism and aesthetics.</p> <p>D. Develop knowledge of visual arts styles through performance or exhibition of unique works.</p> <p>E. Develop ability to communicate ideas, points</p>	<p>Color Complimentary Analogous Tertiary</p> <p>Line Hatching for value</p> <p>Space Architectural Linear space 1-point perspective 2-point perspective Aerial perspective</p> <p>Texture Collage Simulated</p> <p>Value Contrast Graded High-key/Low-key Color in value</p> <p>Balance Asymmetrical Radial</p> <p>Contrast Value contrast Color Intensity Simultaneous Shape</p>	<p>9.1 Production, Performance, and Exhibition: The goals for this area focus on the manipulative skills and conceptual understanding to be achieved by the learners in order to produce, perform, and exhibit their own works in the arts.</p> <p>9.2 Historical and Cultural Contexts: Historical and Cultural Contexts: The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to identify, compare, contrast, and analyze works in the arts in</p>	<p>VA:Cr1.1.8a Document early stages of the creative process visually and or verbally in traditional or new media. VA:Cr1.2.8a Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.</p> <p>VA:Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.</p> <p>VA:Cr2.2.8a Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating</p>	<hr/> <hr/>

<p>CLAY BODIES Manipulate to create form Pinch</p> <p>CRAFTS/FOLK ARTS Decorative arts lettering stamping/stenciling/ incising painting/printing montage/collage</p>	<p>of view, emotions, or actions through visual arts.</p> <p>F. Develop ability to explain and analyze the artwork of others and things that influenced it.</p> <p>G. Develop an understanding of and appreciation for the necessity of practice and rehearsal.</p> <p>H. Use materials, equipment and tools effectively and safely in the production of works of art.</p> <p>I. Develop an appreciation for arts events in the school, local community, and state regions.</p> <p>J. Develop skills in the use of traditional and contemporary technologies</p>	<p>Texture</p> <p>Emphasis/Focal point Color dominance Focal areas Visual emphasis with shapes</p> <p>Movement/Rhythm Linear</p> <p>Movement/Rhythm (continued) Visual Regular/Irregular Staccato Progressive</p> <p>Proportion/Scale Natural Relational</p> <p>Repetition Pattern/Radial</p> <p>Unity/Harmony Visual Textural</p> <p>Develop the ability to produce, review and revise original works in the field of visual arts. Combine a variety of elements. Combine a variety of</p>	<p>their historical and cultural context. Effort should be made to coordinate with district’s social studies, literature, and other curricula when possible</p> <p>9.3 Critical Response: The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to examine, analyze, interpret, and evaluate works in the arts. Emphasis should be placed on developing various processes of critical analysis that will allow the learner to interpret meaning(s) of a work of art.</p> <p>9.4 Aesthetic Response: The goals for this area focus on the skills and knowledge to be achieved</p>	<p>works of art and design.</p> <p>VA:Cr2.3.8a Select, organize, and design images and words to make visually clear and compelling presentations.</p> <p>VA:Cr3.1.8a Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</p> <p>VA:Pr4.1.8a Develop and apply criteria for evaluating a collection of artwork for presentation.</p> <p>VA:Pr5.1.8a Collaboratively prepare and present selected theme based artwork for display and formulate exhibition narratives for the viewer.</p> <p>VA:Pr6.1.8a Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.</p> <p>VA:Re7.1.8a Explain how a person’s aesthetic choices are influenced by culture and</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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	<p>for work in the arts.</p> <p>K. Further appreciation of the arts through use of traditional and contemporary technologies.</p>	<p>principles. Evaluate own artwork. Develop and use art theory. Incorporate general knowledge. Synthesize general knowledge.</p> <p>Develop vocabulary specific to visual arts production, history, culture, criticism and aesthetics.</p> <p>List APPENDIX A.</p> <p>Recognize vocabulary and use fundamental.</p> <p>Develop knowledge of visual arts styles through performance or exhibition of unique works. Use knowledge of varied styles in performance or exhibit. Describe and use knowledge of a specific style in display or art work.</p>	<p>by the learners that are needed to investigate the philosophical aspects of work in the arts. The learner explores personal and historical definitions of art and art’s varied purposes. Emphasis should be placed on examining how aesthetic choices impact the intended and/or interpreted meanings</p>	<p>environment and impact the visual image that one conveys to others.</p> <p>VA:Re7.2.8a Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</p> <p>VA:Re8.1.8a Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</p> <p>VA:Re9.1.8a Create a convincing and logical argument to support an evaluation of art.</p> <p>VA:Cn10.1.8a Make art collaboratively to reflect on and reinforce positive aspects of group identity.</p> <p>VA:Cn11.1.8a Distinguish different ways art is</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
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		<p>Create works of art to: Define an object Express emotion Illustrate an action Relate an experience Know and demonstrate how arts can communicate stories, experiences or emotions. Communicate a unifying theme or point of view through a work of visual art.</p> <p>Develop ability to explain and analyze the artwork of others and things that influenced it. Identify works of other artists. Describe works of other artists. Explain works of other artists.</p> <p>Develop an understanding of and appreciation for the necessity of</p>		<p>used to represent, establish, reinforce, and reflect group identity.</p>	<hr/>
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		<p>practice and rehearsal. Use materials, equipment and tools effectively and safely in the production of works of art. Explain Recognize differences Know how to work in variety Work well in selected space.</p> <p>Material storage Store materials properly</p>			
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Resources

National Core Visual Arts Standards Website:

<https://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf>

Pennsylvania Department of Education Standards Aligned System Website:

<https://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/ArtsHumanities/Pages/default.aspx>

National Art Education Association youtube explainer video

<https://www.youtube.com/watch?v=Mg8hIfWvzLw>

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