

# CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

**Art**

**Grades K-3**

Date of Board Approval: **March 19, 2009**

# CARLISLE AREA SCHOOL DISTRICT

## PLANNED INSTRUCTION COVER PAGE

Title of Course: Elementary Art Subject Area: Art Grade Level: Grades K-3

Course Length: (Semester/Year): Year Duration: 50 minutes Frequency: 1 period a week

Prerequisites: Not Applicable Credit: Not Applicable Level: Not Applicable

**Course Description/Objectives:** The district shall provide for the attainment of the academic standards per Chapter 4.12. The study of art can foster the ability of students to understand production, performance and exhibition; historical and cultural contexts, critical and aesthetic response.

### Major Text(s)/Resources:

None

<b>Name of Writing Committee:</b>	Michelle Line	Demi Hauseman	Sue Durgin
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Strand 9.1 Performance and Exhibition		Subject Area: Art	Grade: K-3
PA Academic Standards	Performance Indicators	Assessments	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> <li>Recognize and render at least five different types of lines (straight, curvy, spiral, zigzag, wavy).</li> <li>Use basic lines to create patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Oral discussion of photos or artists work.</li> <li>Skill demonstration.</li> <li>Project completion.</li> <li>Project evaluation.</li> </ul>	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> <li>Recognize, identify and render a minimum of five geometric shapes: square, circle, rectangle, triangle and oval.</li> <li>Use basic shapes to create patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Oral discussion of artists work.</li> <li>Skill demonstration.</li> <li>Project completion.</li> <li>Project evaluation.</li> </ul>	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> <li>Render organic and free form shapes.</li> <li>Demonstrate an understanding and use of organic and free form shapes by identifying them in works of art and the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>Oral discussion of artists work.</li> <li>Skill demonstration.</li> <li>Project completion.</li> <li>Project evaluation.</li> </ul>	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> <li>Recognize and demonstrate an understanding of positive and negative space in works of art.</li> <li>Produce a work of art that utilizes positive and negative shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Oral discussion of artists work.</li> <li>Skill demonstration.</li> <li>Project completion.</li> <li>Project evaluation.</li> </ul>	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> <li>Recognize and demonstrate an understanding of simple symbols (symbolic shapes) in works of art.</li> <li>Render simple symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Oral discussion of photos or artists work.</li> <li>Skill demonstration.</li> <li>Project completion.</li> <li>Project evaluation.</li> </ul>	

<b>Strand: 9.1 Performance and Exhibition</b>		<b>Subject Area: Art</b>	<b>Grade: K-3</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> <li>• Recognize and use warm and cool colors.</li> <li>• Recognize and use primary colors</li> <li>• Recognize and use secondary colors</li> </ul>	<ul style="list-style-type: none"> <li>• Oral discussion of photos or artists work.</li> <li>• Skill demonstration.</li> <li>• Project completion.</li> <li>• Project evaluation.</li> </ul>	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> <li>• Recognize and demonstrate understanding of tints and shades in works of art.</li> <li>• Produce a work of art that utilizes tints and shades.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral discussion of artists work.</li> <li>• Skill demonstration.</li> <li>• Project completion.</li> <li>• Project evaluation.</li> </ul>	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> <li>• Recognize and demonstrate understanding of texture.</li> <li>• Produce a work of art that incorporates a variety of textures.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral discussion of artists work.</li> <li>• Skill demonstration.</li> <li>• Project completion.</li> <li>• Project evaluation.</li> </ul>	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> <li>• Render a two-dimensional work of art utilizing line, shape, and value.</li> <li>• Recognize artwork as being horizontal or vertical</li> </ul>	<ul style="list-style-type: none"> <li>• Skill demonstration.</li> <li>• Project completion.</li> <li>• Project evaluation.</li> </ul>	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> <li>• Recognize that artists created a sense of depth by the size and placement of objects in a composition.</li> <li>• Produce a work of art that shows a sense of depth.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral discussion of artists work.</li> <li>• Skill demonstration.</li> <li>• Project completion.</li> <li>• Project evaluation.</li> </ul>	

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A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> <li>• Render a three-dimensional work of art utilizing form, space and color.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill demonstration.</li> <li>• Project completion</li> <li>• Project evaluation</li> </ul>	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> <li>• Recognize and demonstrate an understanding of architecture.</li> <li>• Produce a work of art that has architecture as the subject (ie; my house, the city, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Oral discussion of photos or artists work.</li> <li>• Skill demonstration.</li> <li>• Project completion.</li> <li>• Project evaluation.</li> </ul>	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> <li>• Recognize and demonstrate an understanding of symmetry</li> <li>• Produce a work of art that uses symmetry</li> </ul>	<ul style="list-style-type: none"> <li>• Skill demonstration.</li> <li>• Project completion.</li> <li>• Project evaluation.</li> </ul>	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> <li>• Recognize the parts of the body and use basic body awareness and proportion</li> <li>• Produce a work of art that exhibits body awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Skill demonstration.</li> <li>• Project completion.</li> <li>• Project evaluation.</li> </ul>	
C. Recognize and use fundamental vocabulary within each of the arts forms.	<ul style="list-style-type: none"> <li>• Recognize, identify and render lines, shapes and values in works of art.</li> <li>• Recognize, identify and render two-dimensional works of art, utilizing correct vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral discussion and presentation.</li> </ul>	

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C. Recognize and use fundamental vocabulary within each of the arts forms.	<ul style="list-style-type: none"> <li>Recognize, identify and use primary, secondary and neutral colors in works of art.</li> </ul>	<ul style="list-style-type: none"> <li>Oral discussion and presentation.</li> </ul>	
C. Recognize and use fundamental vocabulary within each of the arts forms.	<ul style="list-style-type: none"> <li>Recognize, identify and use symmetry and pattern in works of art.</li> </ul>	<ul style="list-style-type: none"> <li>Oral discussion and presentation.</li> </ul>	
C. Recognize and use fundamental vocabulary within each of the arts forms.	<ul style="list-style-type: none"> <li>Recognize, identify and use symmetry and pattern in works of art.</li> </ul>	<ul style="list-style-type: none"> <li>Oral discussion and presentation.</li> </ul>	
C. Recognize and use fundamental vocabulary within each of the arts forms.	<ul style="list-style-type: none"> <li>Recognize, identify and three-dimensional works of art, utilizing correct vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Oral discussion and presentation.</li> </ul>	
D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work.	<ul style="list-style-type: none"> <li>View various works of art by Vincent Van Gogh, Mary Cassatt and Henri Matisse and discuss characteristics that make the artists work unique.</li> </ul>	<ul style="list-style-type: none"> <li>Oral discussion and presentation.</li> <li>Project completion</li> </ul>	

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D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work.	<ul style="list-style-type: none"> <li>Create a work of art using the style of Vincent Van Gogh, Mary Cassatt and Henri Matisse.</li> </ul>	<ul style="list-style-type: none"> <li>Oral discussion and presentation.</li> <li>Project completion</li> </ul>	
D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work.	<ul style="list-style-type: none"> <li>View examples of Prehistoric Cave, Ancient Egyptian and Ancient Greek art.</li> </ul>	<ul style="list-style-type: none"> <li>Oral discussion and presentation.</li> <li>Project completion</li> </ul>	
D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work.	<ul style="list-style-type: none"> <li>Create a work of art using concepts of Prehistoric Cave, Ancient Egyptian and Ancient Greek art.</li> </ul>	<ul style="list-style-type: none"> <li>Oral discussion and presentation.</li> <li>Project completion</li> </ul>	
E. Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.	<ul style="list-style-type: none"> <li>Render architecture.</li> <li>Render foreground, middle ground and background.</li> </ul>	<ul style="list-style-type: none"> <li>Project completion</li> <li>Project evaluation</li> </ul>	

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E. Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.	<ul style="list-style-type: none"> <li>Render an artwork that reflects feelings associated with family and friends</li> </ul>	<ul style="list-style-type: none"> <li>Project completion</li> <li>Project evaluation</li> </ul>	
E. Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.	<ul style="list-style-type: none"> <li>Render a two-dimensional work of art that expresses a simple feeling that utilizes line, shape, color or value.</li> </ul>	<ul style="list-style-type: none"> <li>Project completion</li> <li>Project evaluation</li> </ul>	
E. Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.	<ul style="list-style-type: none"> <li>Render a three-dimensional work of art that illustrates an action or defines an object and utilizes form, space and color. (ie. Create a 3-D human figure, clay house, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Project completion</li> <li>Project evaluation</li> </ul>	
F. Identify works of others through a performance or exhibition.	<ul style="list-style-type: none"> <li>Produce a work of art that is inspired by style of Vincent Van Gogh, Mary Cassatt and Henri Matisse. and uses elements and principles of design in a similar way.</li> </ul>	<ul style="list-style-type: none"> <li>Oral discussion of artists work.</li> <li>Skill demonstration.</li> <li>Project completion.</li> <li>Project evaluation.</li> </ul>	
F. Identify works of others through a performance or exhibition.	<ul style="list-style-type: none"> <li>Produce a work of art that is inspired by Prehistoric Cave, Ancient Egyptian and Ancient Greek art and uses elements and principles of design in a similar way.</li> </ul>	<ul style="list-style-type: none"> <li>Oral discussion of artists work.</li> <li>Skill demonstration.</li> <li>Project completion.</li> <li>Project evaluation.</li> </ul>	



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G. Recognize the function of rehearsals and practice sessions.	<ul style="list-style-type: none"> <li>Recognize that practicing correct art techniques contribute to better finished projects</li> </ul>	<ul style="list-style-type: none"> <li>Oral discussion of student work (critique).</li> <li>Skill demonstration.</li> <li>Project completion.</li> <li>Project evaluation.</li> </ul>	
G. Recognize the function of rehearsals and practice sessions.	<ul style="list-style-type: none"> <li>Render a series of projects that increase in complexity of concepts.</li> <li>Render a series of projects that increase in complexity of techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Oral discussion of student work (critique).</li> <li>Skill demonstration.</li> <li>Project completion.</li> <li>Project evaluation.</li> </ul>	
H. Handle materials, equipment and tools safely at work and performance spaces.	<ul style="list-style-type: none"> <li>Appropriate use, application, cleaning and storage of art materials (especially white glue).</li> </ul>	<ul style="list-style-type: none"> <li>Skill demonstration use</li> <li>Teacher evaluation.</li> </ul>	
I. Identify arts events that take place in schools and in communities.	<ul style="list-style-type: none"> <li>Participate in a student art exhibit that takes place in the building, district or community.</li> </ul>	<ul style="list-style-type: none"> <li>Student participation</li> <li>Teacher evaluation</li> </ul>	
I. Identify arts events that take place in schools and in communities.	<ul style="list-style-type: none"> <li>Participate in a field trip to a local art gallery or art exhibit.</li> </ul>	<ul style="list-style-type: none"> <li>Student participation</li> <li>Gallery activity or graphic organizer used to describe works of art in the exhibition.</li> </ul>	

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J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.	<ul style="list-style-type: none"> <li>Demonstrate use of elements and principles of design in art images using contemporary technologies such as computer or smartboards.</li> </ul>	<ul style="list-style-type: none"> <li>Teach observation</li> <li>Skill demonstration.</li> <li>Project completion.</li> <li>Project evaluation.</li> </ul>	
J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.	<ul style="list-style-type: none"> <li>Demonstrate use of appropriate traditional art materials (ie; pencil, marker, crayon, paint, scissors, clay, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Skill demonstration.</li> <li>Project completion.</li> <li>Project evaluation.</li> </ul>	
K. Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.	<ul style="list-style-type: none"> <li>Collect images or information for drawings or discussion of artists through contemporary technologies such as the internet and/or traditional technologies (e.g., library and photos).</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Skill demonstration.</li> <li>Project completion.</li> <li>Project evaluation.</li> </ul>	
K. Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.	<ul style="list-style-type: none"> <li>Demonstrate use of SMART Board applications and internet access to explore works of art, art traditions, and artists.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Skill demonstration.</li> <li>Project completion.</li> <li>Project evaluation.</li> </ul>	

<b>Strand: 9.2 Historical and Cultural Contexts.</b>		<b>Subject Area: Art</b>	<b>Grade: K-3</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
A. Explain the historical, cultural and social context of an individual work in the arts.	<ul style="list-style-type: none"> <li>• Read about the art of Vincent Van Gogh, Mary Cassatt, Henri Matisse and contemporaries.</li> <li>• Explain the historical context of works by these artists.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion/participation.</li> <li>• Students write about the art.</li> </ul>	
A. Explain the historical, cultural and social context of an individual work in the arts.	<ul style="list-style-type: none"> <li>• Read about Prehistoric Cave, Ancient Egyptian and Ancient Greek art.</li> <li>• Explain the historical context of works of art created in these periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion/participation.</li> <li>• Students write about the art.</li> </ul>	
B. Relate works in the arts chronologically to historical events.	<ul style="list-style-type: none"> <li>• Recognize that Mary Cassatt was an artist at a time when women were expected to be homemakers</li> <li>• Recognized that roles of women and artists within their society and how they were different in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion/participation.</li> <li>• Students write about the art.</li> </ul>	
B. Relate works in the arts chronologically to historical events.	<ul style="list-style-type: none"> <li>• Recognize important trends, fashions, technology, etc. that may have influenced artist's work.</li> <li>• Explain simple historical context of some works of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion/participation.</li> <li>• Students write about the art.</li> </ul>	
B. Relate works in the arts chronologically to historical events.	<ul style="list-style-type: none"> <li>• Recognize several works of art discussed in class and place them in the order they were made.</li> <li>• Explain the chronological choices made.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion/participation.</li> <li>• Students write about the art.</li> </ul>	

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<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
B. Relate works in the arts chronologically to historical events.	<ul style="list-style-type: none"> <li>Know that Ancient Egyptians used hieroglyphics within their art to record important information.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation.</li> <li>Students write about the art.</li> </ul>	
C. Relate works in the arts to varying styles and genre and to the periods in which they were created.	<ul style="list-style-type: none"> <li>Compare and contrast Matisse's jazz collages with jazz music.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation.</li> <li>Teacher observation/evaluation</li> </ul>	
C. Relate works in the arts to varying styles and genre and to the periods in which they were created.	<ul style="list-style-type: none"> <li>Compare and contrast three or more pieces of art within the same style (ie: compare and contrast three different Ancient Greek sculptures and/or to an Egyptian sculpture.)</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation.</li> <li>Teacher observation/evaluation</li> </ul>	
D. Analyze a work of art from its historical and cultural perspective.	<ul style="list-style-type: none"> <li>Identify and describe the colors used by various artists and art styles.</li> <li>Compare and contrast colors used by two or more different artists.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation.</li> <li>Teacher observation/evaluation</li> </ul>	
D. Analyze a work of art from its historical and cultural perspective.	<ul style="list-style-type: none"> <li>Examine elements of design used by an artist and discuss influences or how the artist's culture may have influenced him/her.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation.</li> <li>Teacher observation/evaluation</li> </ul>	

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D. Analyze a work of art from its historical and cultural perspective.	<ul style="list-style-type: none"> <li>Explain possible meaning of art based on how the artist/s used art elements and symbols in the work.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation</li> <li>Teacher observation/evaluation</li> </ul>	
D. Analyze a work of art from its historical and cultural perspective.	<ul style="list-style-type: none"> <li>Examine principles of design used by an artist and discuss influences or how the artist's culture may have influenced him/her (ie: patterns used in Greek architecture).</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation</li> <li>Teacher observation/evaluation</li> </ul>	
D. Analyze a work of art from its historical and cultural perspective.	<ul style="list-style-type: none"> <li>Recognize that clothing and other visual details provide information about a particular time in history and can help identify when a work of art was made.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation</li> <li>Teacher observation/evaluation</li> </ul>	
D. Analyze a work of art from its historical and cultural perspective.	<ul style="list-style-type: none"> <li>Recognize that religious beliefs and cultural practices are often reflected in an artist's work (ie: Egyptian art is mostly about the afterlife).</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation</li> <li>Teacher observation/evaluation</li> </ul>	
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.	<ul style="list-style-type: none"> <li>Analyze how environment and/or surroundings can affect artists (ie: Van Gogh's moods changed by locations, Matisse affected by illness and/or music).</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation</li> <li>Teacher observation/evaluation</li> </ul>	

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E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.	<ul style="list-style-type: none"> <li>Analyze how availability and limitations of materials and technology can impact art choices (ie: limited pigments for cave art, marble temples by Greeks, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation</li> <li>Teacher observation/evaluation</li> </ul>	
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.	<ul style="list-style-type: none"> <li>Analyze how periods of war and peace (prosperity) influenced architecture.</li> <li>Analyze how religious needs influenced architecture.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation</li> <li>Teacher observation/evaluation</li> </ul>	
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.	<ul style="list-style-type: none"> <li>Recognize and use appropriate vocabulary related to historical works of art and architecture studied in class.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation.</li> <li>Students write about the art.</li> <li>Teacher observation/evaluation</li> </ul>	
G. Relate works in the arts to geographic regions.	<ul style="list-style-type: none"> <li>Recognize that the styles of Ancient art and architecture were directly influenced by the climate and environment in which they were made.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation.</li> <li>Students write about the art.</li> <li>Teacher observation/evaluation</li> </ul>	
H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.	<ul style="list-style-type: none"> <li>Identify the work of a Pennsylvania artist</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation.</li> <li>Teacher observation/evaluation</li> </ul>	

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I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts.	<ul style="list-style-type: none"> <li>Identify and discuss theories that cave artists may have believed when drawing the animals they hunted and how this may have affected their paintings.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation.</li> <li>Teacher observation/evaluation</li> </ul>	
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts.	<ul style="list-style-type: none"> <li>Identify and discuss the religious beliefs of the Ancient Egyptians and how these beliefs relate to their art and artifacts.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation.</li> <li>Teacher observation/evaluation</li> </ul>	
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts.	<ul style="list-style-type: none"> <li>Identify and discuss Greek myths and history and how these stories and beliefs influenced Greek art and architecture.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation.</li> <li>Teacher observation/evaluation</li> </ul>	
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts.	<ul style="list-style-type: none"> <li>Identify how philosophical and/or religious beliefs affected the art of individual artists.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation.</li> <li>Teacher observation/evaluation</li> </ul>	
J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.	<ul style="list-style-type: none"> <li>Identify and discuss how the time period and culture of an artist affects what the artist produces and makes the work different from art made today.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation.</li> <li>Students write about the art.</li> <li>Teacher observation/evaluation</li> </ul>	

Strand: 9.2 Historical and Cultural Contexts.		Subject Area: Art	Grade: K-3
PA Academic Standards	Performance Indicators	Assessments	
K. Identify, explain and analyze traditions as they relate to works in the arts.	<ul style="list-style-type: none"> <li>Identify how religious beliefs and/or cultural needs become standard component of some art forms or buildings and eventually a tradition.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation.</li> <li>Students write about the art.</li> <li>Teacher observation/evaluation</li> </ul>	
L. Identify, explain and analyze common themes, forms, and techniques from works in the arts.	<ul style="list-style-type: none"> <li>Compare and contrast art and architecture of Ancient Egyptians and Ancient Greeks and discuss common themes, forms and techniques in their art and architecture.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation.</li> <li>Students write about the art.</li> <li>Teacher observation/evaluation</li> </ul>	
	<ul style="list-style-type: none"> <li></li> </ul>		



<b>Strand: 9.3 Critical Response</b>		<b>Subject Area: Art</b>	<b>Grade: K-3</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
A. Recognize critical processes used in the examination or works in the arts and humanities.	<ul style="list-style-type: none"> <li>• Compare and contrast selected works of art.</li> <li>• Discuss and/or write about art based on observations and study of an artist or work of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion/participation.</li> <li>• Students write about the art.</li> <li>• Teacher observation/evaluation</li> </ul>	
B. Know that works in the arts can be described by using the arts elements, principles and concepts.	<ul style="list-style-type: none"> <li>• Discuss and/or write about art using appropriate elements and principles of design.</li> <li>• Critique a professional work of art or students own art.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion/participation.</li> <li>• Students write about the art.(critique)</li> <li>• Teacher observation/evaluation</li> </ul>	
C. Know classification skills with materials and processes used to create works in the arts.	<ul style="list-style-type: none"> <li>• Categorize works of art based upon the materials used to create them.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion/participation.</li> <li>• Teacher observation/evaluation</li> </ul>	
D. Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.	<ul style="list-style-type: none"> <li>• Recognize some works of art by Vincent Van Gogh, Mary Cassatt, Henri Matisse based on how the artist/s used art elements in the work.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion/participation.</li> <li>• Students write about the art.</li> <li>• Teacher observation/evaluation</li> </ul>	
D. Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response	<ul style="list-style-type: none"> <li>• Recognize some Prehistoric, Ancient Egyptian and Ancient Greek works of art based on elements of style.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion/participation.</li> <li>• Students write about the art.</li> <li>• Teacher observation/evaluation</li> </ul>	

<b>Strand: 9.3 Critical Response</b>		<b>Subject Area: Art</b>	<b>Grade: K-3</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
E. Recognize and identify types of critical analysis in the arts and humanities.	<ul style="list-style-type: none"> <li>Recognize the approximate time period when a work of art was made by analyzing they subject, style and/or details of the work.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Oral response</li> </ul>	
F. Know how to recognize and identify similar and different characteristics among works in the arts.	<ul style="list-style-type: none"> <li>Recognize art elements, symbols and themes found in the art of Vincent Van Gogh, Mary Cassatt, Henri Matisse..</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation.</li> <li>Students write about the art.</li> <li>Teacher observation/evaluation</li> </ul>	
F. Know how to recognize and identify similar and different characteristics among works in the arts.	<ul style="list-style-type: none"> <li>Recognize art characteristics (elements, principles and themes) used in Prehistoric, Ancient Egyptian and Ancient Greek works of art.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation.</li> <li>Students write about the art.</li> <li>Teacher observation/evaluation</li> </ul>	
G. Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities.			

<b>Strand: 9.4 Aesthetic Response</b>		<b>Subject Area: Art</b>	<b>Grade: K-3</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
A. Know how to respond to a philosophical statement about works in the arts and humanities.	<ul style="list-style-type: none"> <li>Read a quote about a work of art and analyze what it means and how it relates to the work of art. (ie; artist quote or critic's quote)</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation.</li> <li>Teacher observation/evaluation</li> </ul>	
A. Know how to respond to a philosophical statement about works in the arts and humanities.	<ul style="list-style-type: none"> <li>Recognize that some art and architecture conveys religious and cultural beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation.</li> <li>Teacher observation/evaluation</li> </ul>	
B. Know how to communicate an informed individual opinion about the meaning of works in the arts.	<ul style="list-style-type: none"> <li>Explain the meaning of a work of art based on observable elements &amp; principles of design.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation.</li> <li>Teacher observation/evaluation</li> </ul>	
B. Know how to communicate an informed individual opinion about the meaning of works in the arts.	<ul style="list-style-type: none"> <li>Explain the meaning of a work of art based on knowledge about the artist, history about the artist's time or known information about the art.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation.</li> <li>Teacher observation/evaluation</li> </ul>	
C. Recognize that the environment of the observer influences individual aesthetic responses to works in the arts.	<ul style="list-style-type: none"> <li>Explain how a work of art seen on a computer can be completely different when seen in a museum or an environment for which it was designed (ie; church, hillside, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation.</li> <li>Class trip to a gallery, etc.</li> </ul>	

Strand 9.4 Aesthetic Response		Subject Area: Art	Grade: K-3
PA Academic Standards	Performance Indicators	Assessments	
D. Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities.	<ul style="list-style-type: none"> <li>Explain the meaning of a work of art based on knowledge about the artist and the times in which the artist lived.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation.</li> <li>Teacher observation/evaluation</li> </ul>	

## **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)