

# CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

**Art**

**Grades 6, 7, and 8**

Date of Board Approval: **April 15, 2010**

**CARLISLE AREA SCHOOL DISTRICT  
PLANNED INSTRUCTION COVER PAGE**

**Title of Course:** Art      **Subject Area:** Art      **Grade Level:** 6, 7, and 8

**Course Length: (Semester/Year):** Year      **Duration:** 50 minutes      **Frequency:** 4 or 5 days per cycle

**Prerequisites:** Not Applicable      **Credit:** 1      **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

**Name of Curriculum Writing Committee:**

Karen Bitner

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<b>Strand: 9.1 Visual Arts</b>	<b>Subject Area: Art</b>	<b>Grade: 6-8</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities. Elements of Visual Arts.	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of primary, secondary, and complimentary colors through exercises.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Skill demonstration</li> <li>• Participation in class work</li> <li>• Project completion and evaluation</li> </ul>
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities. Elements of Visual Arts.	<ul style="list-style-type: none"> <li>• Render various kinds of lines in drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Skill demonstration</li> <li>• Participation in class work</li> <li>• Project completion and evaluation</li> </ul>
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities. Elements of Visual Arts.	<ul style="list-style-type: none"> <li>• Describe concept of harmony/unity, contrast, and value as they relate to composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Participation</li> </ul>
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities. Elements of Visual Arts.	<ul style="list-style-type: none"> <li>• Create a composition that emphasizes texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Skill demonstration</li> <li>• Participation in class work</li> <li>• Project completion and evaluation</li> </ul>
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities. Elements of Visual Arts.	<ul style="list-style-type: none"> <li>• Create a composition that creates a mood, and/or feeling, and/or meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Skill demonstration</li> <li>• Participation in class work</li> <li>• Project completion and evaluation</li> </ul>

<b>Strand: 9.1 Visual Arts</b>	<b>Subject Area: Art</b>	<b>Grade: 6-8</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>Organize colors utilizing simple color schemes; complimentary, analogous, warm, and cool.</li> <li>Create a design using tints and shades.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Skill demonstration</li> <li>Participation in class work</li> <li>Project completion and 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>Distinguish and/or demonstrate the difference between low relief, high relief, and in the round.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Skill demonstration</li> <li>Participation in class work</li> <li>Project completion and 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>Distinguish between positive and negative space in a composition.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Skill demonstration</li> <li>Participation in class work</li> <li>Project completion and 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>Create a composition that emphasizes pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Skill demonstration</li> <li>Participation in class work</li> <li>Project completion and 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>Demonstrate an understanding of composition through exercises utilizing the use of balance, emphasis, and movement.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Skill demonstration</li> <li>Participation in class work</li> <li>Project completion and evaluation</li> </ul>

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C. Identify and use comprehensive vocabulary within each of the arts forms.	<ul style="list-style-type: none"> <li>Define terms: line, shape, form, value, space, texture and color in the context to works of art.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Participation in class discussion</li> </ul>
C. Identify and use comprehensive vocabulary within each of the arts forms.	<ul style="list-style-type: none"> <li>Define the terms: balance, contrast, emphasis/focal point, repetition, movement/rhythm, proportion/scale, and harmony/unity in context to works of art.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Participation in class discussion</li> </ul>
D. Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.	<ul style="list-style-type: none"> <li>Create a work of art in the style of a specific artist or a particular period of art.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Skill demonstration</li> <li>Participation in class work</li> <li>Project completion and evaluation</li> </ul>
E. Communicate a unifying theme or point of view through the production of works in the arts.	<ul style="list-style-type: none"> <li>Create a work of art that communicates an emotion, or expression, or idea through the use of materials and/or elements and principals of design.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Skill demonstration</li> <li>Participation in class work</li> <li>Project completion and evaluation</li> </ul>
F. Explain works of others within each art form through performance or exhibition.	<ul style="list-style-type: none"> <li>Explain works of others though production or by participating in a critique of works of selected artists and/or students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Participation in class discussion</li> </ul>

<b>Strand: 9.1 Visual Arts</b>	<b>Subject Area: Art</b>	<b>Grade: 6-8</b>
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G. Explain the function and benefits of rehearsal and practice sessions.	<ul style="list-style-type: none"> <li>• Complete a series of sketches or practice drawings in preparation for a final work.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Skill demonstration</li> <li>• Sketch completion</li> </ul>
H. Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.	<ul style="list-style-type: none"> <li>• Know what you can and can not do with tools and materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Skill demonstration</li> <li>• Participation in class work</li> </ul>
I. Know where arts events, performances and exhibitions occur and how to gain admission.	<ul style="list-style-type: none"> <li>• Identify local and regional art events.</li> <li>• Participate in a school wide exhibit that takes place in the building, district or community.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Participation in class discussion</li> </ul>
J. Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.	<ul style="list-style-type: none"> <li>• Explain and demonstrate traditional technologies used to produce original works of art.</li> <li>• Explain and demonstrate contemporary technologies used to produce original works of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Skill demonstration</li> <li>• Participation in class work</li> <li>• Participation in class discussion</li> </ul>
K. Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.	<ul style="list-style-type: none"> <li>• Collect images or information about composition based on artist or styles 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>• Participation in class work</li> </ul>

<b>Strand: 9.2 Visual Arts</b>	<b>Subject Area: Art</b>	<b>Grade: 6-8</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>• Study the work of master artists and explain the style and historical context of the work.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion/participation</li> <li>• Students write or present about the art</li> </ul>
B. Relate work in the arts chronologically to historical events.	<ul style="list-style-type: none"> <li>• Study the work of master artists and explain the historical context and chronology of the work.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion/participation</li> <li>• Students write or present 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 the works of master artists.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion/participation</li> <li>• Teacher observation</li> </ul>
D. Analyze a work of art from its historical and cultural perspective.	<ul style="list-style-type: none"> <li>• Compare and contrast the historical and cultural meaning or effect between multiple works of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion/participation</li> <li>• Teacher observation</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>• Discuss how an historical event, a technique or a material associated with a particular period in history influenced a work of art or artist.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion/participation</li> <li>• Teacher observation</li> </ul>

<b>Strand: 9.2 Visual Arts</b>	<b>Subject Area: Art</b>	<b>Grade: 6-8</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
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 social studies.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/participation</li> <li>Teacher observation</li> </ul>
G. Relate works in the arts to geographic regions.	<ul style="list-style-type: none"> <li>Create a work of art in the style of a specific geographic region (e.g. African masks, Central American clay suns).</li> </ul>	<ul style="list-style-type: none"> <li>Project completion</li> <li>Critique</li> <li>Project evaluation</li> </ul>
H. Identify, describe and analyze the work of Pennsylvania Artists, the philosophical beliefs, history and cultural differences, traditions, themes, forms and techniques in visual arts.	<ul style="list-style-type: none"> <li>Identify the work of Pennsylvania artists.</li> <li>Discuss works of Pennsylvania folk artists.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Participation in class discussion</li> </ul>
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts	<ul style="list-style-type: none"> <li>Given a selected piece of work, hypothesize the philosophical beliefs of the artist that created it.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Participation in class discussion</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>Given a selected piece of work, discuss spiritual or cultural beliefs and historical events that may have influenced the artist that created the work.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Participation in class discussion</li> </ul>



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K. Identify, explain and analyze traditions as they relate to works in the arts	<ul style="list-style-type: none"> <li>Given a selected piece of work, discuss regional traditions and/or styles that may have influenced the artist that created the work.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Participation in class discussion</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 multiple works of art and analyze/discuss themes, forms and techniques that may have influenced the artists.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Participation in class discussion</li> </ul>

<b>Strand: 9.3 Visual Arts</b>		<b>Subject Area: Art</b>	<b>Grade: 6-8</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
A. Know and use the critical process of the examination of works in the arts and humanities.	<ul style="list-style-type: none"> <li>• Compare, contrast and discuss interpretations of selected works of art through discussion or writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Critique</li> <li>• Oral and/or written presentation</li> <li>• Participation in class discussion</li> </ul>	
B. Analyze and interpret specific characteristics of works in the arts within each art form.	<ul style="list-style-type: none"> <li>• Analyze and interpret specific works of art using principles of design.</li> </ul>	<ul style="list-style-type: none"> <li>• Critique</li> <li>• Participation in class discussion</li> <li>• Teacher observation</li> </ul>	
C. Identify and classify styles, forms, types and genre within art forms.	<ul style="list-style-type: none"> <li>• Identify the styles or historic period of selected works of art.</li> <li>• Identify the materials of selected works of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Critique</li> <li>• Participation in class discussion</li> <li>• Teacher observation</li> </ul>	
D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.	<ul style="list-style-type: none"> <li>• Analyze the statement made in a work of art.</li> <li>• Discuss the artist's intention vs. the viewer's interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>• Critique</li> <li>• Participation in class discussion</li> <li>• Teacher observation</li> </ul>	

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<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
E. Interpret and use various types of critical analysis in the arts and humanities.	<ul style="list-style-type: none"> <li>• Read a critique or analysis of an artist and/or art style and discuss.</li> <li>• Examine a composition and discuss it in a critical way.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion/participation</li> <li>• Teacher observation</li> </ul>
F. Apply the process of criticism to identify characteristics among works in the arts.	<ul style="list-style-type: none"> <li>• Analyze the characteristics of similar works of art through a critique process.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal Critique</li> <li>• Class discussion/participation</li> <li>• Teacher observation</li> </ul>
G. Compare and contrast critical positions or opinions about selected works in the arts and humanities.	<ul style="list-style-type: none"> <li>• Read/and or discuss two different opinions on the same work of art and compare and contrast the authors' point of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion/participation</li> <li>• Teacher observation</li> </ul>

<b>Strand: 9.4 Visual Arts</b>	<b>Subject Area: Art</b>	<b>Grade: 6-8</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
A. Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities	<ul style="list-style-type: none"> <li>Describe, analyze and suggest meanings or intentions of multiple works of art based upon their feelings, perceptions, and previous art experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Participation in class discussion</li> <li>Oral/written Response</li> <li>Teacher observation</li> </ul>
B. Compare and contrast informed individual opinions about the meaning of works in the arts to others	<ul style="list-style-type: none"> <li>Look at specific works of art and explain the possible opinions, beliefs, or intentions of the artist.</li> </ul>	<ul style="list-style-type: none"> <li>Participation in class discussion</li> <li>Oral/written Response</li> <li>Teacher observation</li> </ul>
C. Describe how the attributes of the audience's environment influence aesthetic responses	<ul style="list-style-type: none"> <li>Interpret the meaning of various compositions or artworks viewed in different environments (e.g. studio vs. museum).</li> </ul>	<ul style="list-style-type: none"> <li>Participation in class discussion</li> <li>Oral/written Response</li> <li>Teacher observation</li> </ul>
D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities.	<ul style="list-style-type: none"> <li>Compare and contrast two works of art and hypothesize the philosophical idea conveyed through the works of art.</li> </ul>	<ul style="list-style-type: none"> <li>Participation in class discussion</li> <li>Oral/written Response</li> <li>Teacher observation</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)