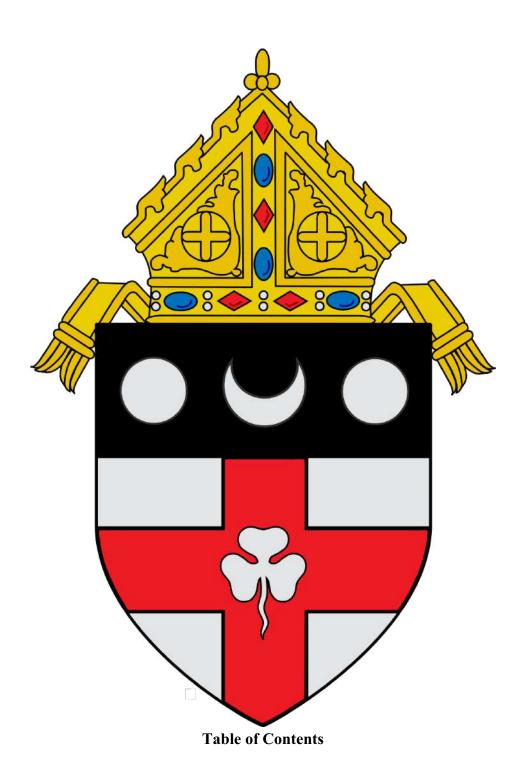
Roman Catholic Diocese of Harrisburg

Art Curriculum

Kindergarten through 8th grade



•	Curriculum "quick look" checklist	Page 3-5
•	Kindergarten detailed curriculum and sign off sheets	Page 6-8
•	Grade 1 detailed curriculum and sign off sheets	Page 9-11
•	Grade 2 detailed curriculum and sign off sheets	Page 12-14
•	Grade 3 detailed curriculum and sign off sheets	Page 15-17
•	Grade 4 detailed curriculum and sign off sheets	Page 18-21
•	Grade 5 detailed curriculum and sign off sheets	Page 22-26
•	Grade 6 detailed curriculum and sign off sheets	Page 27-31
•	Grade 7 detailed curriculum and sign off sheets	Page 32-36
•	Grade 8 detailed curriculum and sign off sheets	Page 37-41
•	Resources and more	Page 42

	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
Elements of	of Art		•	•	•	•	•	•	I
Line									
Shape									
Color									
Value									
Space									
Form									
Texture									
Principles	of Art	•	•	•		•		•	
Balance									
Movemen t									
Unity									
Contrast									
Pattern									
Emphasis									
Rhythm									

Paint

Draw								
Craft/Folk Art								
Fiber Art								
Sculpt								
Printmake								
Multimedia								
Computer Generated								
State Standard 9 through a perform					pecific styl	le within e	ach art for	·m
Demonstrate kno	wledge o	f at least t	wo styles o	of art				
Art Nouveau								
Avant-garde								
Baroque								
Classicism								
Constructivism								
Cubism								
Dada / Dadaism								
Expressionism								
Fauvism								
Futurism								
Impressionism								
Installation Art								
Land Art / Earth Art								

Minimalism								
Pointillism								
Pop Art								
Rococo								
Surrealism								
Suprematism								
Modern								
Contemporary								
Other								
State Standard 9	.2 Histor	rical and C	ultural Co	ontext.				
Describe historic	cal era an	d geograp	ohic area a	erts and us	e techniqu	es in their	own work	S
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Identify, Describe, and Analyze various works of art.								
Identify, Describe	e, and A	nalyze var	ious works	s of art.				
Identify, Describe	e, and A	nalyze var Grade 2	ious works Grade 3	of art. Grade 4	Grade 5	Grade 6	Grade 7	Grade 8

Kindergarten

Media/Skills	Learning Objectives	Content	Standards (PA)	Standards (National Core Visual Art)	Date Assessed
PAINTING Transparent watercolors – techniques	A. Know and use the elements and principles to	•Know the difference between art materials,	9.1 Production, Performance, and	VA:Cr1.1.Ka Engage in exploration and imaginative play	
wet on wet dry brush	create original works in the	techniques, and processes	Exhibition: The goals for	with materials.	
Opaque tempera	visual arts field.	used in creating the	this area focus on the	VA:Cr1.2.Ka Engage	
Brushes, Tools,	B. Develop the ability to	visual arts. • Describe	manipulative skills and conceptual	collaboratively in creative art-making in response to an	
Equipment correct use correct care	produce, review and	how different materials and	understanding to be achieved	artistic problem.	
correct storage Color mixing	revise original works in the	techniques can cause different	by the learners in order to	VA:Cr2.1.Ka Through	
Style of paint application	field of visual arts.	outcomes or responses.	produce, perform, and exhibit their	experimentation, build skills in various media and	
Weaving Process paper strands	C. Develop vocabulary	• Use different	own works in the arts.	approaches to artmaking.	
terminology PRINTMAKING	specific to visual arts production,	media, techniques, and processes	9.2 Historical and Cultural	VA:Cr2.2.Ka Identify safe and	
Stamping/Stencilin g	history, culture,	to communicate.	Contexts: Historical and	non-toxic art materials, tools, and	
Mono-print texture rubbing	criticism and aesthetics.	• Use art	Cultural Contexts: The	equipment.	
SCULPTURE Molding	D. Develop	materials and tools in a safe	goals for this area focus on	VA:Cr2.3.Ka Create art that	
Molding Construction paper (curl, fold,	knowledge of visual arts styles through performance	and responsible manner.	the skills and knowledge to be achieved by the learners	represents natural and constructed environments.	
score, glue, fringe) cardboard (cut, glue)	or exhibition of unique	• Recognize the	that are needed to	VA:Cr3.1.Ka Explain the process	
COLLAGE/MONT AGE	works. E. Develop	organization of ideas in the production of	identify, compare, contrast, and	of making art while creating.	
Cut/tear Papers	ability to communicate ideas, points	art . • Understand	analyze works in the arts in their historical	VA:Pr4.1.Ka Select art objects for personal portfolio	
CLAY BODIES	of view, emotions, or	"Art" as a form of	and cultural context. Effort	and display, explaining why they	
Manipulate to create form	actions through visual	expression and visual	should be made to	were chosen.	

Pinch	arts.	statement.	coordinate	VA:Pr5.1.Ka	
			with district's	Explain the purpose	
	F. Develop	 Understand 	social studies,	of a portfolio or	
CRAFTS/FOLK	ability to	specific	literature, and	collection.	
ARTS	explain and	content in	other curricula		
Decorative arts	analyze the	works of art.	when possible	VA:Pr6.1.Ka	
lettering	artwork of			Explain what an art	
stamping/stenciling/	others and	• Use	9.3 Critical	museum is and	
incising	things that	symbols,	Response:	distinguish how an	
painting/printing	influenced it.	subject matter,	The goals for	art museum is	
montage/collage		and ideas to	this area focus	different from other	
	G. Develop an	communicate	on the skills	buildings.	
	understanding	meaning in	and		
	of and	their artwork.	knowledge to	VA:Re7.1.Ka	
	appreciation		be achieved	Identify uses of art	
	for the	 Know that 	by the learners	within one's	
	necessity of	the visual arts	that are	personal	
	practice and	have a history	needed to	environment.	
	rehearsal.	and specific	examine,		
		relationships	analyze,	VA:Re7.2.Ka	
	H. Use	to different	interpret, and	Describe what an	
	materials,	cultures.	evaluate	image represents.	
	equipment and		works in the		
	tools	• Be able to	arts. Emphasis	VA:Re8.1.Ka	
	effectively	identify	should be	Interpret art by	
	and safely in	specific works	placed on	identifying subject	
	the production	of art as	developing	matter and	
	of works of	belonging to a	various	describing relevant	
	art.	particular	processes of	details.	
		culture, time,	critical		
		or place.	analysis that	VA:Re9.1.Ka	
	I. Develop an		will allow the	Explain reasons for	
	appreciation	 Understand 	learner to	selecting a preferred	
	for arts events	there are	interpret	artwork.	
	in the school,	different	meaning(s) of		
	local	reasons and	a work of art.	VA:Cn10.1.Ka	
	community,	purposes for		Create art that tells a	
	and state	creating visual	9.4 Aesthetic	story about a life	
	regions.	art.	Response:	experience.	
			The goals for		
	J. Develop	 Understand 	this area focus	VA:Cn11.1.Ka	
	skills in the	similarities	on the skills	Identify the purpose	
	use of	and	and	of an artwork.	
	traditional and	differences	knowledge to		
	contemporary	between the	be achieved		
	technologies	visual arts and	by the learners		
	for work in	other art	that are		
	the arts.	disciplines.	needed to		
			investigate the		
	K. Further		philosophical		
L				l	

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

		Visual	with district's		
	F. Develop	Unity/Harmon	social studies,	VA:Pr5.1.1a	
CRAFTS/FOLK	ability to	y.	literature, and	Ask and answer	
ARTS	explain and		other curricula	questions such as	
Decorative arts	analyze the	Combine a	when possible	where, when, why,	
lettering	artwork of	variety of	1	and how artwork	
stamping/stenciling/	others and	elements and	9.3 Critical	should be prepared	
incising	things that	principles of	Response:	for presentation or	
painting/printing	influenced it.	art and	The goals for	preservation.	
montage/collage		evaluate own	this area focus		
	G. Develop an	artwork.	on the skills	VA:Pr6.1.1a	
	understanding		and	Identify the roles	
	of and	Recognize and	knowledge to	and responsibilities	
	appreciation	use	be achieved	of people who work	
	for the	fundamental	by the learners	in and visit	
	necessity of	vocabulary.	that are	museums and other	
	practice and	-	needed to	art venues.	
	rehearsal.	Use	examine,		
		knowledge of	analyze,	VA:Re.7.1.1a	
	H. Use	varied styles	interpret, and	Select and describe	
	materials,	in	evaluate	works of art that	
	equipment and	performance	works in the	illustrate daily life	
	tools	or exhibit.	arts. Emphasis	experiences of one's	
	effectively		should be	self and others.	
	and safely in	Describe and	placed on		
	the production	use	developing	VA:Re.7.2.1a	
	of works of	knowledge of	various	Compare images	
	art.	a specific	processes of	that represent the	
		style in	critical	same subject.	
		display or art	analysis that		
	I. Develop an	work.	will allow the	VA:Re8.1.1a	
	appreciation		learner to	Interpret art by	
	for arts events	Create	interpret	categorizing subject	
	in the school,	Artwork to	meaning(s) of	matter and	
	local	Define an	a work of art.	identifying the	
	community,	object		characteristics of	
	and state	F	9.4 Aesthetic	form.	
	regions.	Express	Response:	VA.D.0.1.1-	
	I Danata	emotion	The goals for	VA:Re9.1.1a	
	J. Develop	Illustrate an	this area focus	Classify artwork	
	skills in the	action Relate	on the skills	based on different	
	use of traditional and	an experience.	and	reasons for	
		Identify works	knowledge to be achieved	preferences.	
	contemporary technologies	of other	by the learners	VA:Cn10.1.1a	
	for work in	artists,	that are	Understand that	
	the arts.	recognize	needed to	people from	
	ane arts.	differences,	investigate the	different places and	
	K. Further	Identify	philosophical	times have made art	
	appreciation	proper	aspects of	for a variety of	
	-PP-301MIOII	L L.	1.000000		

Grade 2

Media/Skills	Learning Objectives	Content	Standards (PA)	Standards (National Core Visual Art)	Date Assessed
PAINTING Transparent	A. Know and use the	Color Primary	9.1 Production,	VA:Cr1.1.2a Brainstorm	
watercolors –	elements and	Secondary	Performance,	collaboratively	
techniques	principles to	Intermediate	and	multiple approaches	
wet on wet	create original	Warm/Cool	Exhibition:	to an art or design	
dry brush	works in the	,, mili, 0001	The goals for	problem.	
Opaque	visual arts	Form/Shape	this area focus	F	
tempera	field.	Geometric	on the	VA:Cr1.2.2a Make	
r · ·		Square	manipulative	art or design with	
Brushes, Tools,	B. Develop	Circle	skills and	various materials	
Equipment	the ability to	Oval	conceptual	and tools to explore	
correct use	produce,	Rectangle	understanding	personal interests,	
correct care	review and	Triangle	to be achieved	questions, and	
correct storage	revise original	Diamond	by the learners	curiosity.	
Color mixing	works in the	Biomorphic or	in order to		
Style of paint	field of visual	natural	produce,	VA:Cr2.1.2a	
application	arts.	2	perform, and	Experiment with	
		dimensional/3	exhibit their	various materials	
Weaving Process	C. Develop	dimensional	own works in	and tools to explore	
paper strands	vocabulary		the arts.	personal interests in	
terminology	specific to	Line		a work of art or	
	visual arts	Contour	9.2 Historical	design.	
PRINTMAKING	production,	Directional	and Cultural		
Stamping/Stencilin	history,		Contexts:	VA:Cr2.2.2a	
g	culture,	Space	Historical and	Demonstrate safe	
Mono-print	criticism and	Positive/Negat	Cultural	procedures for using	
texture rubbing	aesthetics.	ive	Contexts: The	and cleaning art	
G CV V PET ID F			goals for this	tools, equipment,	
SCULPTURE	D. Develop	Texture	area focus on	and studio spaces.	
Molding	knowledge of	Actual or real	the skills and	VI C 2 2 2	
Construction	visual arts	Rubbing or	knowledge to	VA:Cr2.3.2a	
paper (curl, fold,	styles through	"frottage"	be achieved	Repurpose objects	
score, glue, fringe)	performance	Malara	by the learners	to make something	
cardboard (cut,	or exhibition	Value Contrast	that are needed to	new.	
glue)	of unique works.	Contrast		VA:Cr3.1.2a	
	WOIKS.	Dalanaa	identify,	Discuss and reflect	
COLLAGE/MONT AGE	E. Develop	Balance Symmetrical	compare,	with peers about	
Cut/tear	ability to	Symmetrical	contrast, and analyze works	choices made in	
Papers	communicate	Contrast	in the arts in	creating artwork	
1 apors	ideas, points	Value contrast	their historical	creating artwork	
	of view,	Color	and cultural	VA:Pr4.1.2a	
CLAY BODIES	emotions, or	Warm/Cool	context. Effort	Categorize artwork	
Manipulate to	actions	77 arrii/ C001	should be	based on a theme or	
create form	through visual	Proportion/Sc	made to	concept for an	
010000 101111	anough visual	1 Toportion/ DC	111111111111111111111111111111111111111	concept for an	

Pinch	arts.	ale	coordinate	exhibit.	
		Natural	with district's		
	F. Develop		social studies,	VA:Pr5.1.2a	
CRAFTS/FOLK	ability to	Repetition	literature, and	Distinguish between	
ARTS	explain and	Pattern/Rando	other curricula	different materials	
Decorative arts	analyze the	m; planned	when possible	or artistic	
lettering	artwork of			techniques for	
stamping/stenciling/	others and	Unity/Harmon	9.3 Critical	preparing artwork	
incising	things that	у	Response:	for presentation.	
painting/printing	influenced it.	Visual	The goals for		
montage/collage			this area focus	VA:Pr6.1.2a	
	G. Develop an	Develop the	on the skills	Analyze how art	
	understanding	ability to	and	exhibited inside and	
	of and	produce,	knowledge to	outside of schools	
	appreciation	review and	be achieved	(such as in	
	for the	revise original	by the learners	museums, galleries,	
	necessity of	works in the	that are	virtual spaces, and	
	practice and	field of visual	needed to	other venues)	
	rehearsal.	arts.	examine,	contributes to	
		Combine a	analyze,	communities.	
	H. Use	variety of	interpret, and		
	materials,	elements.	evaluate	VA:Re7.1.2a	
	equipment and	Combine a	works in the	Perceive and	
	tools	variety of	arts. Emphasis	describe aesthetic	
	effectively	principles.	should be	characteristics of	
	and safely in	Evaluate own	placed on	one's natural world	
	the production	artwork.	developing	and constructed	
	of works of		various	environments.	
	art.	Recognize	processes of		
		vocabulary	critical	VA:Re7.2.2a	
			analysis that	Categorize images	
	I. Develop an	Use	will allow the	based on expressive	
	appreciation	knowledge of	learner to	properties.	
	for arts events	varied styles	interpret		
	in the school,	in	meaning(s) of	VA:Re8.1.2a	
	local	performance	a work of art.	Interpret art by	
	community,	or exhibit.		identifying the	
	and state	Describe and	9.4 Aesthetic	mood suggested by	
	regions.	use	Response:	a work of art and	
		knowledge of	The goals for	describing relevant	
	J. Develop	a specific	this area focus	subject matter and	
	skills in the	style in	on the skills	characteristics of	
	use of	display or	and	form.	
	traditional and	art work.	knowledge to		
	contemporary		be achieved	VA:Re9.1.2a Use	
	technologies	Create works	by the learners	learned art	
	for work in	of art to:	that are	vocabulary to	
	the arts.	Define an	needed to	express preferences	
		object	investigate the	about artwork.	
	K. Further	Express	philosophical		
		_	_		

	appreciation of the arts through use of traditional and contemporary technologies.	emotion Illustrate an action Relate an experience Identify works of other artists. Identify proper storage	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	VA:Cn10.1.2a Create works of art about events in home, school, or community life. VA:Cn11.1.2a Compare and contrast cultural uses of artwork from different times and places	
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Media/Skills	Learning Objectives	Content	Standards (PA)	Standards (National Core Visual Art)	Date Assessed
PAINTING	. Know and	Color	9.1	VA:Cr1.1.3a	
Transparent	use the	Primary	Production,	Elaborate on an	
watercolors –	elements and	Secondary	Performance,	imaginative idea.	
techniques	principles to	Intermediate	and		
wet on wet	create original	Warm/Cool	Exhibition:	VA:Cr1.2.3a Apply	
dry brush	works in the		The goals for	knowledge of	
Opaque	visual arts	Form/Shape	this area focus	available resources,	
tempera	field.	Geometric	on the	tools, and	
•		Square	manipulative	technologies to	
Brushes, Tools,	B. Develop	Circle	skills and	investigate personal	
Equipment	the ability to	Oval	conceptual	ideas through the	
correct use	produce,	Rectangle	understanding	art-making process.	
correct care	review and	Triangle	to be achieved		
correct storage	revise original	Diamond	by the learners	VA:Cr2.1.3a	
Color mixing	works in the	Biomorphic or	in order to	Create personally	
Style of paint	field of visual	natural	produce,	satisfying artwork	
application	arts.	2	perform, and	using a variety of	
		dimensional/3	exhibit their	artistic processes	
Weaving Process	C. Develop	dimensional	own works in	and materials.	
paper strands	vocabulary		the arts.		
terminology	specific to	Line		VA:Cr2.2.3a	
	visual arts	Contour	9.2 Historical	Demonstrate an	
PRINTMAKING	production,	Expressive	and Cultural	understanding of the	
Stamping/Stencilin	history,	Gestural	Contexts:	safe and proficient	
g	culture,	Directional	Historical and	use of materials,	
Mono-print	criticism and		Cultural	tools, and	
texture rubbing	aesthetics.	Space	Contexts: The	equipment for a	
		Actual or real	goals for this	variety of artistic	
SCULPTURE	D. Develop	Sculptural	area focus on	processes.	
Molding	knowledge of	Linear space	the skills and		
Construction	visual arts	Positive/Negat	knowledge to	VA:Cr2.3.3a	
paper (curl, fold,	styles through	ive	be achieved	Individually or	
score, glue, fringe)	performance		by the learners	collaboratively	
cardboard (cut,	or exhibition	Texture	that are	construct	
glue)	of unique	Actual or real	needed to	representations,	
	works.	Rubbing or	identify,	diagrams, or maps	
COLLAGE/MONT		"frottage"	compare,	of places that are	
AGE	E. Develop		contrast, and	part of everyday	
Cut/tear	ability to	Value	analyze works	life.	
Papers	communicate	Contrast	in the arts in		
	ideas, points		their historical	VA:Cr3.1.3a	
	of view,	Balance	and cultural	Elaborate visual	
CLAY BODIES	emotions, or	Symmetrical	context. Effort	information by	
Manipulate to	actions	Emphasis/Foc	should be	adding details in an	
create form	through visual	al point	made to	artwork to enhance	

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Pinch	arts.	Focal areas	coordinate	emerging meaning.	
		M /D1	with district's	X/A D 412	
CD A FIRE /FOLLY	F. Develop	Movement/Rh	social studies,	VA:Pr4.1.3a	
CRAFTS/FOLK	ability to	ythm	literature, and	Investigate and	
ARTS	explain and	Linear	other curricula	discuss possibilities	
Decorative arts	analyze the	Regular/Irregu	when possible	and limitations of	
lettering	artwork of	lar		spaces, including	
stamping/stenciling/	others and		9.3 Critical	electronic, for	
incising	things that	Proportion/Sc	Response:	exhibiting artwork.	
painting/printing	influenced it.	ale	The goals for		
montage/collage		Natural	this area focus	VA:Pr5.1.3a	
	G. Develop an		on the skills	Identify exhibit	
	understanding	Repetition	and	space and prepare	
	of and	Pattern/Rando	knowledge to	works of art	
	appreciation	m; planned	be achieved	including artists'	
	for the		by the learners	statements for	
	necessity of	Unity/Harmon	that are	presentation.	
	practice and	у	needed to		
	rehearsal.	Visual	examine,	VA:Pr6.1.3a	
		Textural	analyze,	Identify and explain	
	H. Use		interpret, and	how and where	
	materials,	Combine a	evaluate	different cultures	
	equipment and	variety of	works in the	record and illustrate	
	tools	elements.	arts. Emphasis	stories and history	
	effectively	Combine a	should be	of life through art.	
	and safely in	variety of	placed on		
	the production	principles.	developing	VA:Re7.1.3a	
	of works of	Evaluate own	various	Speculate about	
	art.	artwork.	processes of	processes an artist	
			critical	uses to create a	
		Recognize	analysis that	work of art.	
	I. Develop an	vocabulary	will allow the		
	appreciation		learner to	VA:Re7.2.3a	
	for arts events	Use	interpret	Determine messages	
	in the school,		meaning(s) of		
	local	varied styles	a work of art.	an image.	
	community,	in			
	and state	performance	9.4 Aesthetic	VA:Re8.1.3a	
	regions.	or exhibit.	Response:	Interpret art by	
		Describe and	The goals for	analyzing use of	
	J. Develop	use	this area focus	media to create	
	skills in the	knowledge of	on the skills	subject matter,	
	use of	a specific	and	characteristics of	
	traditional and	style in	knowledge to	form, and mood.	
	contemporary	display or	be achieved	, , , , , , , , , , , , , , , , , , , ,	
	technologies	art work.	by the learners	VA:Re9.1.3a	
	for work in		that are	Evaluate an artwork	
	the arts.	Create works	needed to	based on given	
	1110 0110.	of art to:	investigate the	criteria.	
	K. Further	Define an	philosophical	Olitolia.	
			rimosopinoui		

appreciation of the arts through use of traditional and contemporary technologies.	object Express emotion Illustrate an action Relate an experience Know and demonstrate how arts can communicate	aspects of work in the arts. The learner explores personal and historical definitions of art and art's varied purposes.	VA:Cn10.1.3a Develop a work of art based on observations of surroundings. VA:Cn11.1.3a Recognize that responses to art change depending on knowledge of the	
	of other artists. Recognize differences Know how to work in variety Work well in selected space. Identify proper storage Describe proper storage Store materials properly	choices impact the intended and/or interpreted meanings		

Media/Skills	Learning Objectives	Content	Standards (PA)	Standards (National Core Visual Art)	Date Assessed
PAINTING Transparent	A. Know and use the	Color Intermediate	9.1 Production,	VA:Cr1.1.4a Brainstorm multiple	
watercolors –	elements and	Warm/Cool	Performance	approaches to a	
techniques	principles to	Complimentar	, and	creative art or	
wet on wet	create original	y	Exhibition:	design problem.	
dry brush	works in the		The goals for		
Opaque	visual arts	Form/Shape	this area	VA:Cr1.2.4a	
tempera	field.	Geometric	focus on the	Collaboratively set	
		Square	manipulative	goals and create	
Brushes, Tools,	B. Develop	Circle	skills and	artwork that is	
Equipment	the ability to	Oval	conceptual	meaningful and has	
correct use	produce,	Rectangle	understanding	purpose to the	
correct care	review and	Triangle	to be	makers.	
correct storage	revise original	Diamond	achieved by	T/A C 2 1 4	
Color mixing	works in the	Biomorphic or	the learners in	VA:Cr2.1.4a	
Style of paint	field of visual	natural	order to	Explore and invent	
application	arts.	2	produce,	art-making	
W D	C. D 1	dimensional/3	perform, and	techniques and	
Weaving Process	C. Develop	dimensional	exhibit their	approaches.	
paper strands	vocabulary	т :	own works in	N/A · Clara a A a NVIII a m	
terminology	specific to	Line	the arts.	VA:Cr2.2.4a When	
DDINTMAKING	visual arts	Contour	0.2 Historical	making works of	
PRINTMAKING	production,	Expressive Gestural	9.2 Historical and Cultural	art, utilize and care	
Stamping/Stencilin	history,			for materials, tools,	
g Mana mint	culture, criticism and	Implied Directional	Contexts: Historical and	and equipment in a manner that	
Mono-print texture rubbing	aesthetics.	Hatching for	Cultural	prevents danger to	
texture rubbing	aestrictics.	value	Contexts: The	oneself and others.	
SCULPTURE	D. Develop	value	goals for this	onesen and onicis.	
Molding	knowledge of	Space	area focus on	VA:Cr2.3.4a	
Construction	visual arts	Actual or real	the skills and	Document, describe,	
paper (curl, fold,	styles through	Sculptural	knowledge to	and represent	
score, glue, fringe)	performance	Linear space	be achieved	regional constructed	
cardboard (cut,	or exhibition	Positive/Negat	by the	environments.	
glue)	of unique	ive	learners that	Cirvironinicints.	
Side)	works.	1,0	are needed to	VA:Cr3.1.4a	
COLLAGE/MONT	01110.	Texture	identify,	Revise artwork in	
AGE	E. Develop	Actual or real	compare,	progress on the	
Cut/tear	ability to	Rubbing or	contrast, and	basis of insights	
Papers	communicate	"frottage"	analyze works	gained through peer	
1	ideas, points	Value	in the arts in	discussion.	
	of view,	Contrast	their		
CLAY BODIES	emotions, or		historical and	VA:Pr4.1.4a	
Manipulate to	actions	Balance	cultural	Analyze how past,	
create form	through visual	Symmetrical	context.	present, and	
Pinch	arts.	•	Effort should	emerging	
1		Contrast	be made to	technologies have	

CRAFTS/FOLK	F. Develop ability to	Value contrast Color	coordinate with district's	impacted the preservation and	
ARTS Decorative arts	explain and analyze the	Warm/Cool	social studies, literature, and	presentation of artwork.	
lettering	artwork of	Emphasis/Foc	other		
stamping/stenciling/	others and	al point	curricula	VA:Pr5.1.4a	
incising	things that	Focal areas	when possible	Analyze the various	
painting/printing	influenced it.) / D1		considerations for	
montage/collage	C Davidson an	Movement/Rh	9.3 Critical	presenting and	
	G. Develop an understanding	ythm Linear	Response: The goals for	protecting art in various locations,	
	of and	Regular/Irregu	this area	indoor or outdoor	
	appreciation	lar	focus on the	settings, in	
	for the	141	skills and	temporary or	
	necessity of	Proportion/Sca	knowledge to	permanent forms,	
	practice and	le 1	be achieved	and in physical or	
	rehearsal.	Natural	by the	digital formats	
			learners that		
	H. Use	Repetition	are needed to	VA:Pr6.1.4a	
	materials,	Pattern/Rando	examine,	Compare and	
	equipment and	m; planned	analyze,	contrast purposes of	
	tools	TT ', /TT	interpret, and	art museums, art	
	effectively	Unity/Harmon	evaluate	galleries, and other	
	and safely in the production	y Visual	works in the arts.	venues, as well as the types of	
	of works of	Visuai	Emphasis	personal	
	art.	Develop the	should be	experiences they	
	art.	ability to	placed on	provide.	
		produce,	developing	pro viae.	
	I. Develop an	review and	various	VA:Re7.1.4a	
	appreciation	revise original	processes of	Compare responses	
	for arts events	works in the	critical	to a work of art	
	in the school,	field of visual	analysis that	before and after	
	local	arts.	will allow the	working in similar	
	community,	Combine a	learner to	media.	
	and state	variety of	interpret	X/A D 7.2.4	
	regions.	elements. Combine a	meaning(s) of a work of art.	VA:Re7.2.4a	
	J. Develop	variety of	a work of art.	Analyze components in	
	skills in the	principles.	9.4 Aesthetic	visual imagery that	
	use of	Evaluate own	Response:	convey messages.	
	traditional and	artwork.	The goals for		
	contemporary		this area	VA:Re8.1.4a	
	technologies	Develop	focus on the	Interpret art by	
	for work in	vocabulary	skills and	referring to	
	the arts.	specific to	knowledge to	contextual	
		visual arts	be achieved	information, and	
	K. Further	production,	by the	analyzing relevant	
	appreciation	history,	learners that	subject matter,	
	of the arts	culture,	are needed to	characteristics of	

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through use of traditional and contemporary technologies.	criticism and aesthetics. List APPENDIX A. Recognize vocabulary and use fundamental. 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. Develop ability to explain and analyze the artwork of others and things that influenced it. Identify works of other artists. Develop an understanding of and appreciation for the necessity of practice and rehearsal. H. Use materials, equipment and tools	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	form, and use of media. VA:Re9.1.4a Apply one set of criteria to evaluate more than one work of art. VA:Cn10.1.4a Create works of art that reflect community cultural traditions. VA:Cn11.1.4a Through observation, infer information about time, place, and culture in which a work of art was created.	

effectively and safely in the production of works of art. Describe. Recognize differences	
Know how to work in variety	
Identify proper storage Describe proper storage Store materials properly	

Media/Skills	Learning Objectives	Content	Standards (PA)	Standards (National Core Visual Art)	Date Assessed
PAINTING	A. Know and	Color	9.1	VA:Cr1.1.5a	
Transparent	use the	Intermediate	Production,	Combine ideas to	
watercolors –	elements and	Warm/Cool	Performance,	generate an	
techniques	principles to	Complimentar	and	innovative idea for	
wet on wet	create original	у	Exhibition:	art-making.	
dry brush	works in the	Analogous	The goals for		
Opaque	visual arts	C	this area focus	VA:Cr1.2.5a	
tempera	field.	Form/Shape	on the	Identify and	
1		1	manipulative	demonstrate diverse	
Brushes, Tools,	B. Develop	Biomorphic or	skills and	methods of artistic	
Equipment	the ability to	natural	conceptual	investigation to	
correct use	produce,		understanding	choose an approach	
correct care	review and	Line	to be achieved	for beginning a	
correct storage	revise original	Expressive	by the learners	work of art.	
Color mixing	works in the	Gestural	in order to		
Style of paint	field of visual	Implied	produce,	VA:Cr2.1.5a	
application	arts.	Directional	perform, and	Experiment and	
		Hatching for	exhibit their	develop skills in	
Weaving Process	C. Develop	value	own works in	multiple art-making	
paper strands	vocabulary	, 442070	the arts.	techniques and	
terminology	specific to	Space	tile arts.	approaches through	
terminorogy	visual arts	Sculptural	9.2 Historical	practice.	
PRINTMAKING	production,	Architectural	and Cultural	practice.	
Stamping/Stencilin	history,	Linear space	Contexts:	VA:Cr2.2.5a	
	culture,	Emear space	Historical and	Demonstrate quality	
g Mono-print	criticism and	Texture	Cultural	craftsmanship	
texture rubbing	aesthetics.	Collage	Contexts: The	through care for and	
texture rucomg	destricties.	Simulated	goals for this	use of materials,	
SCULPTURE	D. Develop	Simulated	area focus on	tools, and	
Molding	knowledge of	Value	the skills and	equipment.	
Construction	visual arts	High-	knowledge to	equipment.	
paper (curl, fold,	styles through	key/Low-key	be achieved	VA:Cr2.3.5a	
score, glue, fringe)	performance	Key/Low Key	by the learners	Identify, describe,	
cardboard (cut,	or exhibition	Balance	that are	and visually	
glue)	of unique	Symmetrical	needed to	document places	
Side)	works.	Asymmetrical	identify,	and/or objects of	
COLLAGE/MONT	WOIKS.	risymmetrical	compare,	personal	
AGE	E. Develop	Contrast	contrast, and	significance.	
Cut/tear	ability to	Value contrast	analyze works	significance.	
Papers	communicate	Color	in the arts in	VA:Cr3.1.5a	
1 aports	ideas, points	Intensity	their historical	Create artist	
	of view,	Simultaneous	and cultural	statements using art	
CLAY BODIES	emotions, or	Simulations	context. Effort	vocabulary to	
Manipulate to	actions	Emphasis/Foc	should be	describe personal	
create form	through visual	al point	made to	choices in	
Pinch	arts.	ar point	coordinate	artmaking.	

CRAFTS/FOLK ARTS Decorative arts lettering stamping/stenciling/ incising painting/printing montage/collage	F. Develop ability to explain and analyze the artwork of others and things that influenced it. G. Develop an understanding of and appreciation for the	Focal areas Visual emphasis with shapes Movement/Rh ythm Linear Visual Regular/Irregu lar Staccato Proportion/Sc ale	with district's social studies, literature, and other curricula when possible 9.3 Critical Response: The goals for this area focus on the skills and knowledge to be achieved by the learners	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. VA:Pr5.1.5a Develop a logical	
	necessity of practice and	Natural Relational	that are needed to	argument for safe and effective use of	
	rehearsal.	Repetition	examine,	materials and	
		Pattern/Rando	analyze,	techniques for	
	H. Use materials,	m; planned Pattern/Radial	interpret, and evaluate	preparing and presenting artwork.	
	equipment and	Unity/Harmon	works in the	presenting artwork.	
	tools	у	arts. Emphasis	VA:Pr6.1.5a Cite	
	effectively		should be	evidence about how	
	and safely in	Visual	placed on	an exhibition in a	
	the production	Textural	developing	museum or other	
	of works of art.	B. Develop the ability to	various processes of	venue presents ideas and provides	
	art.	produce,	critical	information about a	
		review and	analysis that	specific concept or	
	I. Develop an	revise original	will allow the	topic.	
	appreciation	works in the	learner to		
	for arts events	field of visual	interpret	VA:Re7.1.5a	
	in the school,	arts.	meaning(s) of	Compare one's own	
	local	Cambina	a work of art.	interpretation of a	
	community, and state	Combine a variety of	9.4 Aesthetic	work of art with the interpretation of	
	regions.	elements.	Response:	others.	
	- 38.0	Combine a	The goals for		
	J. Develop	variety of	this area focus	VA:Re7.2.5a	
	skills in the	principles.	on the skills	Identify and analyze	
	use of	Evaluate own	and	cultural associations	
	traditional and	artwork.	knowledge to	suggested by visual	
	contemporary technologies	Develop the	be achieved by the learners	imagery.	
	for work in	ability to	that are	VA:Re8.1.5a	
	the arts.	produce,	needed to	Interpret art by	
		review and	investigate the	analyzing	
	K. Further	revise original	philosophical	characteristics of	
	appreciation	works in the	aspects of	form and structure,	

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of the arts through use of traditional and contemporary technologies.	field of visual arts. Combine a variety of elements. Combine a variety of principles. Evaluate own artwork. Develop vocabulary specific to visual arts production, history, culture, criticism and aesthetics. List APPENDIX A. Recognize vocabulary and use fundamental. 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.	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	contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed. 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. VA:Cn10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking. VA:Cn11.1.5a Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society	

Create works
of art to:
Define an
object
Express
emotion
Illustrate an
action
Relate an
experience
CAPOTIONOC
Davidon
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.
Develop an
understanding
of and
appreciation
for the
necessity of
practice and
rehearsal.
H. Use
materials,
equipment and
tools
tools
effectively
and safely in
the production
of works of
art.
Describe.
Know how to
work in
WOLK III

variety Work well in selected space.		
Material storage Describe proper storage Store materials properly		

Media/Skills	Learning Objectives	Content	Standards (PA)	Standards (National Core Visual Art)	Date Assessed
PAINTING	. Know and	Color	9.1	VA:Cr1.1.6a	
Transparent	use the	Complimentar	Production,	Combine concepts	
watercolors –	elements and	y	Performance,	collaboratively to	
techniques	principles to	Analogous	and	generate innovative	
wet on wet	create original		Exhibition:	ideas for creating	
dry brush	works in the	Line	The goals for	art.	
Opaque	visual arts	Expressive	this area focus		
tempera	field.	Gestural	on the	VA:Cr1.2.6a	
F		Implied	manipulative	Formulate an artistic	
Brushes, Tools,	B. Develop	Directional	skills and	investigation of	
Equipment	the ability to	Hatching for	conceptual	personally relevant	
correct use	produce,	value	understanding	content for creating	
correct care	review and		to be achieved	art.	
correct storage	revise original	Space	by the learners		
Color mixing	works in the	Architectural	in order to	VA:Cr2.1.6a	
Style of paint	field of visual	Linear space	produce,	Demonstrate	
application	arts.	1-point	perform, and	openness in trying	
арричанон	arts.	perspective	exhibit their	new ideas,	
Weaving Process	C. Develop	positive/negati	own works in	materials, methods,	
paper strands	vocabulary	ve	the arts.	and approaches in	
terminology	specific to	, •	tile arts.	making works of art	
vormmere gj	visual arts	Texture	9.2 Historical	and design.	
PRINTMAKING	production,	Collage	and Cultural	4114 44518111	
Stamping/Stencilin	history,	Simulated	Contexts:	VA:Cr2.2.6a	
g	culture,		Historical and	Explain	
Mono-print	criticism and	Value	Cultural	environmental	
texture rubbing	aesthetics.	Contrast	Contexts: The	implications of	
8		High-	goals for this	conservation, care,	
SCULPTURE	D. Develop	key/Low-key	area focus on	and clean up of art	
Molding	knowledge of	Color in value	the skills and	materials, tools, and	
Construction	visual arts		knowledge to	equipment.	
paper (curl, fold,	styles through	Balance	be achieved		
score, glue, fringe)	performance	Asymmetrical	by the learners	VA:Cr3:1:6a	
cardboard (cut,	or exhibition	Radial	that are	Design or redesign	
glue)	of unique	Contrast	needed to	objects, places, or	
<i>5</i> ,	works.	Value contrast	identify,	systems that meet	
COLLAGE/MONT		Color	compare,	the identified needs	
AGE	E. Develop	Intensity	contrast, and	of diverse users.	
Cut/tear	ability to	Simultaneous	analyze works		
Papers	communicate	Shape	in the arts in	VA:Cr3.1.6a	
*	ideas, points	Texture	their historical	Reflect on whether	
	of view,		and cultural	personal artwork	
CLAY BODIES	emotions, or	Emphasis/Foc	context. Effort	conveys the	
Manipulate to	actions	al point	should be	intended meaning	
create form	through visual	Focal areas	made to	and revise	
Pinch	arts.	Movement/Rh	coordinate	accordingly.	
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CRAFTS/FOLK	F. Develop ability to	Linear Visual	social studies, literature, and	VA:Pr4.1.6a Analyze similarities	
ARTS	explain and	Regular/Irregu	other curricula	and differences	
Decorative arts	analyze the	lar	when possible	associated with	
lettering	artwork of	Staccato	when possible	preserving and	
stamping/stenciling/	others and	Staccato	9.3 Critical	presenting two	
incising	things that	Proportion/Sc	Response:	dimensional, three	
painting/printing	influenced it.	ale	The goals for	dimensional, and	
montage/collage		Natural	this area focus	digital artwork.	
	G. Develop an	Relational	on the skills		
	understanding		and	VA:Pr5.1.6a	
	of and	Repetition	knowledge to	Individually or	
	appreciation	Pattern/Radial	be achieved	collaboratively,	
	for the		by the learners	develop a visual	
	necessity of	Unity/Harmon	that are	plan for displaying	
	practice and	у	needed to	works of art,	
	rehearsal.	Visual	examine,	analyzing exhibit	
		Textural	analyze,	space, the needs of	
	H. Use		interpret, and	the viewer, and the	
	materials,	Develop the	evaluate	layout of the	
	equipment and	ability to	works in the	exhibit.	
	tools	produce,	arts. Emphasis		
	effectively	review and	should be	VA:Pr6.1.6a	
	and safely in	revise original	placed on	Assess, explain, and	
	the production	works in the	developing	provide evidence of	
	of works of	field of visual	various	how museums or	
	art.	arts.	processes of	other venues reflect	
		Combine a	critical	history and values	
		variety of	analysis that	of a community.	
	I. Develop an	elements.	will allow the	VAD #4.6	
	appreciation	Combine a	learner to	VA:Re7.1.6a	
	for arts events	variety of	interpret	Identify and	
	in the school,	principles.	meaning(s) of	interpret works of	
	local	Evaluate own	a work of art.	art or design that	
	community,	artwork.	0.4 Apathatia	reveal how people	
	and state regions.	Develop and use art theory.	9.4 Aesthetic Response:	live around the world and what they	
	regions.	Incorporate	The goals for	value.	
	J. Develop	general	this area focus	value.	
	skills in the	knowledge.	on the skills	VA:Re7.2.6a	
	use of	Synthesize	and	Analyze ways that	
	traditional and	general	knowledge to	visual components	
	contemporary	knowledge.	be achieved	and cultural	
	technologies		by the learners	associations	
	for work in	Develop	that are	suggested by images	
	the arts.	vocabulary	needed to	influence ideas,	
		specific to	investigate the	emotions, and	
	K. Further	visual arts	philosophical	actions.	
	appreciation	production,	aspects of		
	of the arts	history,	work in the	VA:Re8.1.6a	

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through use of traditional and contemporary technologies.	culture, criticism and aesthetics. List Recognize vocabulary and use fundamental. 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. 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.	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	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. VA:Re9.1.6a Develop and apply relevant criteria to evaluate a work of art. VA:Cn10.1.6a Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making. VA:Cn11.1.6a Analyze how art reflects changing times, traditions, resources, and cultural uses.	
	Communicate			

a unifying
theme or point
of view
through a
work of visual
art.
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.
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
the production of works of
the production
the production of works of art.
the production of works of art. Describe.
the production of works of art.
the production of works of art. Describe. Explain
the production of works of art. Describe. Explain Know how to
the production of works of art. Describe. Explain Know how to work in
the production of works of art. Describe. Explain Know how to work in variety
the production of works of art. Describe. Explain Know how to work in
the production of works of art. Describe. Explain Know how to work in variety

space.		
Material		
storage Describe		
proper storage Store		
materials		
properly		

Media/Skills	Learning Objectives	Content	Standards (PA)	Standards (National Core Visual Art)	Date Assessed
PAINTING	. Know and	Color	9.1	VA:Cr1.1.7a Apply	
Transparent	use the	Complimentar	Production,	methods to	
watercolors –	elements and	y	Performance,	overcome creative	
techniques	principles to	Analogous	and	blocks.	
wet on wet	create original		Exhibition:		
dry brush	works in the	Line	The goals for		
Opaque	visual arts	Gestural	this area focus	VA:Cr1.2.7a	
tempera	field.	Implied	on the	Develop criteria to	
· · · · · · · · · · · · · · · · · · ·		Hatching for	manipulative	guide making a	
Brushes, Tools,	B. Develop	value	skills and	work of art or	
Equipment	the ability to	, 442070	conceptual	design to meet an	
correct use	produce,	Space	understanding	identified goal.	
correct care	review and	Architectural	to be achieved	Tarinina Boun	
correct storage	revise original	Linear space	by the learners	VA:Cr2.1.7a	
Color mixing	works in the	1-point	in order to	Demonstrate	
Style of paint	field of visual	perspective	produce,	persistence in	
application	arts.	perspective	perform, and	developing skills	
пррпошнон	urts.	Texture	exhibit their	with various	
Weaving Process	C. Develop	Collage	own works in	materials, methods,	
paper strands	vocabulary	Simulated	the arts.	and approaches in	
terminology	specific to	Simulated	the arts.	creating works of art	
terminology	visual arts	Value	9.2 Historical	or design.	
PRINTMAKING	production,	Contrast	and Cultural	or design.	
Stamping/Stencilin	history,	Graded	Contexts:	VA:Cr2.2.7a	
	culture,	High-	Historical and	Demonstrate	
g Mono-print	criticism and	key/Low-key	Cultural	awareness of ethical	
texture rubbing	aesthetics.	Color in value	Contexts: The	responsibility to	
texture rubbing	destricties.	Color in value	goals for this	oneself and others	
SCULPTURE	D. Develop	Balance	area focus on	when posting and	
Molding	knowledge of	Asymmetrical	the skills and	sharing images and	
Construction	visual arts	Radial	knowledge to	other materials	
paper (curl, fold,	styles through	Radiai	be achieved	through the Internet,	
score, glue, fringe)	performance	Contrast	by the learners	social media, and	
cardboard (cut,	or exhibition	Value contrast	that are	other	
glue)	of unique	Color	needed to	communication	
Side)	works.	Intensity	identify,	formats.	
COLLAGE/MONT	WOIKS.	Simultaneous	compare,	Torringts.	
AGE	E. Develop	Simultaneous	contrast, and	VA:Cr2.3.7a Apply	
Cut/tear	ability to	Emphasis/Foc	analyze works	visual	
Papers	communicate	al point	in the arts in	organizational	
	ideas, points	Color	their historical	strategies to design	
	of view,	dominance	and cultural	and produce a work	
CLAY BODIES	emotions, or	Focal areas	context. Effort	of art, design, or	
Manipulate to	actions	Visual	should be	media that clearly	
create form	through visual	emphasis with	made to	communicates	
Pinch	arts.	shapes	coordinate	information or	
			with district's	ideas.	
			,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	14440.	

	F. Develop	Movement/Rh	social studies,		
CRAFTS/FOLK	ability to	ythm	literature, and	VA:Cr3.1.7a	
ARTS	explain and	Linear	other curricula	Reflect on and	
Decorative arts	analyze the	Visual	when possible	explain important	
lettering	artwork of	Regular/Irregu	1	information about	
stamping/stenciling/	others and	lar	9.3 Critical	personal artwork in	
incising	things that	Staccato	Response:	an artist statement	
painting/printing	influenced it.		The goals for	or another format.	
montage/collage		Proportion/Sc	this area focus		
	G. Develop an	ale	on the skills	VA:Pr4.1.7a	
	understanding	Natural	and	Compare and	
	of and	Relational	knowledge to	contrast how	
	appreciation		be achieved	technologies have	
	for the	Repetition	by the learners	changed the way	
	necessity of	Pattern/Radial	that are	artwork is	
	practice and		needed to	preserved,	
	rehearsal.	Unity/Harmon	examine,	presented, and	
		y	analyze,	experienced.	
	H. Use	Visual	interpret, and	F	
	materials,	Textural	evaluate	VA:Pr5.1.7a Based	
	equipment and		works in the	on criteria, analyze	
	tools	Develop the	arts. Emphasis	and evaluate	
	effectively	ability to	should be	methods for	
	and safely in	produce,	placed on	preparing and	
	the production	review and	developing	presenting art.	
	of works of	revise original	various	F	
	art.	works in the	processes of	VA:Pr6.1.7a	
		field of visual	critical	Compare and	
		arts.	analysis that	contrast viewing	
	I. Develop an	Combine a	will allow the	and experiencing	
	appreciation	variety of	learner to	collections and	
	for arts events	elements.	interpret	exhibitions in	
	in the school,	Combine a	meaning(s) of	different venues.	
	local	variety of	a work of art.		
	community,	principles.		VA:Re7.1.7a	
	and state	Evaluate own	9.4 Aesthetic	Explain how the	
	regions.	artwork.	Response:	method of display,	
			The goals for	the location, and the	
	J. Develop	Develop and	this area focus	experience of an	
	skills in the	use art theory.	on the skills	artwork influence	
	use of	Incorporate	and	how it is perceived	
	traditional and	general	knowledge to	and valued.	
	contemporary	knowledge.	be achieved		
	technologies	Synthesize	by the learners	VA:Re7.2.7a	
	for work in	general	that are	Analyze multiple	
	the arts.	knowledge.	needed to	ways that images	
			investigate the	influence specific	
	K. Further	Develop	philosophical	audiences.	
	appreciation	vocabulary	aspects of		
	of the arts	specific to	work in the	VA:Re8.1.7a	

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through use of traditional and contemporary technologies.	visual arts production, history, culture, criticism and aesthetics. List Recognize vocabulary and use fundamental. 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. 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	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	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. 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. 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. 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, and cultural uses.	

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	emotions.		
	Communicate		
	a unifying		
	theme or point		
	of view		
	through a		
	work of visual		
	art.		
	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.		
	-		
	Develop an		
	understanding		
	of and		
	appreciation		
	for the		
	necessity of		
	practice and		
	rehearsal.		
	Use		
	materials,		
	equipment and		
	tools		
	effectively		
	and safely in		
	the production		
	of works of		
	art.		
	Explain		
	Recognize		
	differences		
	differences		
	Know how to		
	work in		
	variety		
	Work well in		

selected space.	
Material storage Store materials properly	

Media/Skills	Learning Objectives	Content	Standards (PA)	Standards (National Core Visual Art)	Date Assessed
PAINTING	A. Know and	Color	9.1	VA:Cr1.1.8a	
Transparent	use the	Complimentar	Production,	Document early	
watercolors –	elements and	у	Performance,	stages of the	
techniques	principles to	Analogous	and	creative process	
wet on wet	create original	Tertiary	Exhibition:	visually and or	
dry brush	works in the	,	The goals for	verbally in	
Opaque	visual arts	Line	this area focus	traditional or new	
tempera	field.	Hatching for	on the	media.	
1		value	manipulative	VA:Cr1.2.8a	
Brushes, Tools,	B. Develop		skills and	Collaboratively	
Equipment	the ability to	Space	conceptual	shape an artistic	
correct use	produce,	Architectural	understanding	investigation of an	
correct care	review and	Linear space	to be achieved	aspect of present	
correct storage	revise original	1-point	by the learners	day life using a	
Color mixing	works in the	perspective	in order to	contemporary	
Style of paint	field of visual	2-point	produce,	practice of art and	
application	arts.	perspective	perform, and	design.	
п рри чи ион	W 155.	Aerial	exhibit their	0.0018111	
Weaving Process	C. Develop	perspective	own works in	VA:Cr2.1.8a	
paper strands	vocabulary	Posspersion	the arts.	Demonstrate	
terminology	specific to	Texture		willingness to	
0011111110108)	visual arts	Collage	9.2 Historical	experiment,	
PRINTMAKING	production,	Simulated	and Cultural	innovate, and take	
Stamping/Stencilin	history,		Contexts:	risks to pursue	
g	culture,	Value	Historical and	ideas, forms, and	
Mono-print	criticism and	Contrast	Cultural	meanings that	
texture rubbing	aesthetics.	Graded	Contexts: The	emerge in the	
		High-	goals for this	process of	
SCULPTURE	D. Develop	key/Low-key	area focus on	artmaking or	
Molding	knowledge of	Color in value	the skills and	designing.	
Construction	visual arts	00101 111 (414)	knowledge to	,	
paper (curl, fold,	styles through	Balance	be achieved	VA:Cr2.2.8a	
score, glue, fringe)	performance	Asymmetrical	by the learners	Demonstrate	
cardboard (cut,	or exhibition	Radial	that are	awareness of	
glue)	of unique		needed to	practices, issues,	
<i>G j</i>	works.	Contrast	identify,	and ethics of	
COLLAGE/MONT		Value contrast	compare,	appropriation, fair	
AGE	E. Develop	Color	contrast, and	use, copyright, open	
Cut/tear	ability to	Intensity	analyze works	source, and creative	
Papers	communicate	Simultaneous	in the arts in	commons as they	
	ideas, points	Shape	their historical	apply to creating	
	of view,	Texture	and cultural	works of art and	
CLAY BODIES	emotions, or		context. Effort	design.	
Manipulate to	actions	Emphasis/Foc	should be		
create form	through visual	al point	made to	VA:Cr2.3.8a	
Pinch	arts.	Color	coordinate	Select, organize,	
		20101	10014111410	z z z z z z z z z z z z z z z z z z z	

CRAFTS/FOLK ARTS Decorative arts lettering	F. Develop ability to explain and analyze the artwork of	dominance Focal areas Visual emphasis with shapes	with district's social studies, literature, and other curricula when possible	and design images and words to make visually clear and compelling presentations.	
stamping/stenciling/ incising painting/printing montage/collage	others and things that influenced it. G. Develop an understanding of and appreciation for the necessity of practice and	Movement/Rh ythm Linear Movement/Rh ythm (continued) Visual Regular/Irregu lar Staccato	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	VA:Cr3.1.8a Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. VA:Pr4.1.8a Develop and apply criteria for evaluating a	
	rehearsal. H. Use materials, equipment and tools effectively and safely in the production of works of art.	Progressive Proportion/Sc ale Natural Relational Repetition Pattern/Radial Unity/Harmon	examine, analyze, interpret, and evaluate works in the arts. Emphasis should be placed on developing various processes of	collection of artwork for presentation. VA:Pr5.1.8a Collaboratively prepare and present selected theme based artwork for display and formulate exhibition	
	I. Develop an appreciation for arts events in the school, local community, and state regions.	y Visual Textural Develop the ability to produce, review and revise original works in the field of visual	critical analysis that will allow the learner to interpret meaning(s) of a work of art. 9.4 Aesthetic Response: The goals for	narratives for the viewer. VA:Pr6.1.8a Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.	
	J. Develop skills in the use of traditional and contemporary technologies for work in the arts. K. Further appreciation	arts. Combine a variety of elements. Combine a variety of principles. Evaluate own artwork. Develop and use art theory.	this area focus on the skills and knowledge to be achieved by the learners that are needed to investigate the philosophical aspects of	VA:Re7.1.8a Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.	

		<u> </u>	<u> </u>	
of the arts	Incorporate	work in the	VA:Re7.2.8a	
through use of	general	arts. The	Compare and	
traditional and	knowledge.	learner	contrast contexts	
contemporary	Synthesize	explores	and media in which	
technologies.	general	personal and	viewers encounter	
	knowledge.	historical	images that	
		definitions of	influence ideas,	
	Develop	art and art's	emotions, and	
	vocabulary	varied	actions.	
	specific to	purposes.		
	visual arts	Emphasis	VA:Re8.1.8a	
	production,	should be	Interpret art by	
	history,	placed on	analyzing how the	
	culture,	examining	interaction of	
	criticism and	how aesthetic	subject matter,	
	aesthetics.	choices	characteristics of	
	List	impact the	form and structure,	
	APPENDIX	intended	use of media, art-	
	AFFENDIA A.	and/or	making approaches,	
	Recognize	interpreted	and relevant	
	vocabulary	meanings	contextual	
	and use	meannigs	information	
			contributes to	
	fundamental.			
	Davidor		understanding	
	Develop		messages or ideas	
	knowledge of		and mood	
	visual arts		conveyed.	
	styles through		XVA D O 1 O	
	performance		VA:Re9.1.8a	
	or exhibition		Create a convincing	
	of unique		and logical	
	works.		argument to support	
	Use		an evaluation of art.	
	knowledge of			
	varied styles		VA:Cn10.1.8a	
	in		Make art	
	performance		collaboratively to	
	or exhibit.		reflect on and	
	Describe and		reinforce positive	
	use		aspects of group	
	knowledge of		identity.	
	a specific			
	style in		VA:Cn11.1.8a	
	display or		Distinguish	
	art work.		different ways art is	
			used to represent,	
	Create works		establish, reinforce,	
	of art to:		and reflect group	
	Define an		identity.	
	object			
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	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.
	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.
	Develop an
	understanding of and
	of and
	appreciation
	for the
	necessity of
	practice and
	rehearsal.
	Use
	materials,
	equipment and
	1" I

	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.		
	Material		
	storage		
	Store		
	materials		
	properly		
	property		
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Resources

National Core Visual Arts Standards Website:

 $\frac{https://www.nationalartsstandards.org/sites/default/files/Visual\%20Arts\%20at\%20at\%20Glance\%20-\%20new\%20copyright\%20info.pdf$

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

Google Slides

Lesson Plans and Templates

Supplies