

Elementary Art Curriculum

Grades K-2

<u>Essential Questions</u>	<u>PA Standard</u>	<u>Competency</u>	<u>Strategy</u>	<u>Modifications & Extensions</u>	<u>Resource(s)</u>	<u>Vocabulary</u>	<u>Introduced Mastered Reviewed</u>	<u>Form of Assessment/DOK Levels</u>
<p>What are the art classroom expectations and procedures?</p> <p>How does one use art materials safely and appropriately?</p> <p>What are the elements of art? (i.e. line, shape, etc.)</p> <p>How can I communicate ideas through the use of different media and techniques?</p>	<p>9.1.A</p> <p>9.1.H</p> <p>9.1.A</p> <p>9.1.J</p>	<p>Demonstrate understanding of appropriate classroom behaviors, rules, and procedures.</p> <p>Uses a variety of tools safely and appropriately.</p> <p>Identify and utilize the elements of art through the use of different media and techniques (i.e. cutting, painting, etc.)</p>	<ul style="list-style-type: none"> Modeling Demonstration Independent Practice Self-Directed Practice I DO WE DO YOU DO Brainstorming Conference Experiment Free Exploration Guided Activities Feedback Sketching to Learn Explanation (oral, written) Visualization Collaborate 	<ul style="list-style-type: none"> Provide modified tools (adaptive scissors, stencils) Pairing and grouping of students IEP awareness Project Options Providing written and oral instructions Chunking instructions Modeling One-on-one instruction Offer breaks 	<p>Including, but not limited to...</p> <ul style="list-style-type: none"> Internet Textbooks Handouts Collaboration Student Examples Teacher Examples Art Education Publications Children's Literature 	<ul style="list-style-type: none"> Line Shape Color Form Value Texture Space Draw Paint Weave Print Collage Sculpture Ceramics Artists Vertical Horizontal Diagonal Primary Secondary Landscape 	<p>Introduced: Kindergarten</p> <p>Reviewed: Grades 1-2</p> <p>Mastered: ???</p>	<p>Including, but not limited to...</p> <ul style="list-style-type: none"> Pre-Assessments Observations Check Understanding Questioning Peer/Self Assessments Rubrics Performance Tasks (i.e. planning, in-progress, final assignments) Visual Presentations Think, Pair, Share

Elementary Art Curriculum

Grades 3-4

<u>Essential Questions</u>	<u>PA Standard</u>	<u>Competency</u>	<u>Strategy</u>	<u>Modifications & Extensions</u>	<u>Resource(s)</u>	<u>Vocabulary</u>	<u>Introduced Mastered Reviewed</u>	<u>Form of Assessment/DOK Levels</u>
<p>Are you becoming a more self-directed artist (familiar with procedures, rules, material usage)?</p> <p>Are you beginning to incorporate the principles of design in your art production?</p> <p>Can you identify the elements of art?</p> <p>Can you utilize the elements of art within your work?</p> <p>Am I demonstrating a deeper understanding of myself and the world around me through use of different media and techniques?</p>	<p>9.1.A</p> <p>9.1.H</p> <p>9.1.A</p> <p>9.1.J</p>	<p>Demonstrate understanding of appropriate classroom behaviors, rules, and procedures.</p> <p>Uses a variety of tools safely and appropriately.</p> <p>Identify and utilize the elements of art through the use of different media and techniques (i.e. cutting, painting, etc.)</p> <p>Identify and use the principles of design through the use of different media and techniques (i.e. cutting, painting, etc.)</p>	<ul style="list-style-type: none"> Modeling Demonstration Independent Practice Self-Directed Practice I DO WE DO YOU DO Brainstorming Conference Experiment Free Exploration Guided Activities Feedback Sketching to Learn Explanation (oral, written) Visualization Collaborate 	<ul style="list-style-type: none"> Provide modified tools (adaptive scissors, stencils) Pairing and grouping of students IEP awareness Project Options Providing written and oral instructions Chunking instructions Modeling One-on-one instruction Offer breaks 	<p>Including, but not limited to...</p> <ul style="list-style-type: none"> Internet Textbooks Handouts Collaboration Student Examples Teacher Examples Art Education Publications Children's Literature 	<ul style="list-style-type: none"> Line Shape Color Form Value Texture Space Draw Paint Weave Print Collage Sculpture Ceramics Artists Vertical Horizontal Diagonal Primary Secondary Landscape Balance Harmony Variety Proportion Rhythm Emphasis Movement Foreground Middle Ground Background Horizon Line 	<p>Introduced: Kindergarten</p> <p>Reviewed: Grades 1-2</p> <p>Mastered: ???</p>	<p>Including, but not limited to...</p> <ul style="list-style-type: none"> Pre-Assessments Observations Check Understanding Questioning Peer/Self Assessments Rubrics Performance Tasks (i.e. planning, in-progress, final assignments) Visual Presentations Think, Pair, Share

Elementary Art Curriculum

Grades 5-6

Essential Questions	PA Standard	Competency	Strategy	Modifications & Extensions	Resource(s)	Vocabulary	Introduced Mastered Reviewed	Form of Assessment/DOK Levels
<p>Are you becoming a more self-directed artist (familiar with procedures, rules, material usage)?</p> <p>Are you successfully incorporating the elements and principles of design in your art production?</p> <p>Can you respond critically to your artwork and the artwork of others?</p> <p>How does color affect the style and mood of artwork?</p> <p>How do the different media techniques aid in the production of an art concept?</p> <p>Can you identify different art styles, genre, and movements and connect them to other subjects?</p>	<p>9.1.A</p> <p>9.1.H</p> <p>9.1.A</p> <p>9.1.J</p>	<p>Demonstrate understanding of appropriate classroom behaviors, rules, and procedures.</p> <p>Uses a variety of tools safely and appropriately.</p> <p>Identify and utilize the elements of art through the use of different media and techniques (i.e. cutting, painting, etc.)</p> <p>Identify and use the principles of design through the use of different media and techniques (i.e. cutting, painting, etc.)</p>	<ul style="list-style-type: none"> Modeling Demonstration Independent Practice Self-Directed Practice I DO WE DO YOU DO Brainstorming Conference Experiment Free Exploration Guided Activities Feedback Sketching to Learn Explanation (oral, written) Visualization Collaborate 	<ul style="list-style-type: none"> Provide modified tools (adaptive scissors, stencils) Pairing and grouping of students IEP awareness Project Options Providing written and oral instructions Chunking instructions Modeling One-on-one instruction Offer breaks 	<p>Including, but not limited to...</p> <ul style="list-style-type: none"> Internet Textbooks Handouts Collaboration Student Examples Teacher Examples Art Education Publications Children's Literature 	<ul style="list-style-type: none"> Line Shape Color Form Value Texture Space Draw Paint Weave Print Collage Sculpture Ceramics Artists Vertical Horizontal Diagonal Primary Secondary Landscape Balance Harmony Variety Proportion Rhythm Emphasis Movement Foreground Middle Ground Background Horizon Line Genre Style Movement Realistic Abstract Impressionism Surrealism 	<p>Introduced: Kindergarten</p> <p>Reviewed: Grades 1-2</p> <p>Mastered: ???</p>	<p>Including, but not limited to...</p> <ul style="list-style-type: none"> Pre-Assessments Observations Check Understanding Questioning Peer/Self Assessments Rubrics Performance Tasks (i.e. planning, in-progress, final assignments) Visual Presentations Think, Pair, Share

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