

GRADE 1-ART

PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

II. INSTRUCTIONAL TIME:

Class Periods:

Length of Class Periods (minutes):

Length of Course:

Unit of Credit:

Course Weight:

A GREAT PLACE TO LEARN!



PINE GROVE AREA SCHOOL DISTRICT
PINE GROVE, PENNSYLVANIA

PINE GROVE AREA SCHOOL DISTRICT
Pine Grove, Pennsylvania 17963

PLANNED COURSE ADAPTATIONS/MODIFICATIONS
Introduction

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

Lawrence J. Mussoline, Jr., Ph.D.
Superintendent of Schools

PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT

The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum (instructional content and learning activities) and is evaluated through the TESTED curriculum (expected levels of student achievement - learning outcomes)
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an "active" document
- Special Pennsylvania Department of Education (PDE) legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent**: a brief overview of the course and program goals
- **Instructional Time**: frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes**: emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome**: describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities**: suggested activities designed to help all students achieve the learning outcomes and standards
- **Standards**: statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain. A standard defines what students should know and be able to do
- **Expected Levels of Achievement (Learning Outcomes)**: what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment)**: student performance level achieved and measured through specified evaluation criteria

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard # 9.1

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
STANDARD 9.1.1.A Know and use the elements and principles of each art form to create works in the arts and humanities	<ol style="list-style-type: none"> 1. Students will recognize and use the following element of art: <ul style="list-style-type: none"> • Color • Form/shape • Line • Texture 2. Students will be introduced to the following element of art: <ul style="list-style-type: none"> • Space 3. Students will recognize the following principles of art: <ul style="list-style-type: none"> • Balance • Movement/rhythm • Repetition 4. Students will be introduced to the following principle of art: <ul style="list-style-type: none"> • Contrast 	<ul style="list-style-type: none"> • Individual projects • Teacher demonstration • Student observation • Class work • Portfolios • Oral question/answers • Rubric • Teacher observation • Group projects 	<ul style="list-style-type: none"> • Teacher resource books • Student resource books • Art magazines art materials, tools and equipment • Library books • Art videos • Prints • Slides • Posters • Art games • Computer • Software programs • Partners in distance learning • Laser disc presentation

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<p>STANDARD 9.1.1.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p>	<ol style="list-style-type: none"> 1. Students will recognize and use the appropriate arts elements and principles in the following original works of art: <ul style="list-style-type: none"> • Painting • Drawing • Crafts 2. Students will be introduced to and use the appropriate arts elements and principles in the following original works of art: <ul style="list-style-type: none"> • printing 	<ul style="list-style-type: none"> • Individual projects • Teacher demonstration • Student observation • Class work • Portfolios • Oral question/answers • Rubric • Teacher observation 	<ul style="list-style-type: none"> • Teacher resource books • Student resource books • Art magazines • Art Media (e.g., watercolor, pencils, crayons, markers, tempera paint, glue, glue sticks, craft materials) • Various paper types/texture • Art tools • Library books • Art videos • Prints • Slides • Posters • Computer • Software programs

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STANDARD 9.1.1.C. Recognize and use fundamental vocabulary within each of the arts form	<ol style="list-style-type: none"> 1. Students will recognize fundamental vocabulary that relates to the following elements of art <ul style="list-style-type: none"> • Color • Form/shape • Line • Texture 2. Students will be introduced to fundamental vocabulary that relates to the following element of art: <ul style="list-style-type: none"> • Space 3. Students will recognize fundamental vocabulary that relates to the following principles of art <ul style="list-style-type: none"> • Balance • Movement/rhythm 	<ul style="list-style-type: none"> • Teacher verbal explanation • Student observation • Oral questions/answers 	<ul style="list-style-type: none"> • Teacher resource book • Student resource book • Library books • Art videos • Computer and software • Internet sites • Art games • Prints

- Repetition
4. Students will be introduced to fundamental vocabulary that relates to the following principles of art:
- contrast

LEARNING STANDARDS AND CONTENT ACTIVITIES

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STANDARD 9.1.1. D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work	1. Students will recognize knowledge to varied styles within art forms through an exhibition of unique work.	<ul style="list-style-type: none"> • Art displays during school year in art room, hallways and district office • Art exhibits the night of parent/teacher night • Art exhibits the night of musical performances • Post displays within the art room. 	<ul style="list-style-type: none"> • Teacher resource books • Student resource books • Library books • Art videos • Computer/software • Prints

LEARNING STANDARDS AND CONTENT ACTIVITIES

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STANDARD 9.1.1.E Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts	1. Students will recognize the ability to define objects, express emotions, illustrate an action through their visual creations: <ul style="list-style-type: none"> • Drawings • Paintings • Puppets • Crafts 	<ul style="list-style-type: none"> • Teacher demonstration • Student observation • Oral question/answers • Individual projects • Class work • Portfolio 	<ul style="list-style-type: none"> • Prints • Resource books • Computer/software • Art videos • Art media (e.g., various markers, paints, pencils, crayons, clay, paper and craft materials)

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STANDARD 9.1.1.F. Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso)	<ol style="list-style-type: none"> 1. Students will recognize works of various professional artists through examples of their work 2. Students will concentrate on the artistic style of Ed Emberly to nurture their interest in art and help develop their skills 3. Students will recognize other student work from displays throughout the elementary building 	<ul style="list-style-type: none"> • Student art displays throughout the school • Teacher demonstration • Student observation • Display of prints in the art room 	<ul style="list-style-type: none"> • Teacher examples • Student examples • Prints • video

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STANDARD 9.1.1.G. Recognize the function of rehearsals and practice sessions	<ol style="list-style-type: none"> 1. Students will be introduced to the function of drawing quick practice, drawings before the end product are helpful to focus on elements and principles of art 2. Students will begin to recognize the importance of doing all types of art work relating to other school curriculum and home enjoyment as a practice to improve their skills. 	<ul style="list-style-type: none"> • teacher encouragement • student application 	<ul style="list-style-type: none"> • pencils • manila paper • student resource books • various art media

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STANDARD 9.1.1.H Handle materials, equipment and tools safely	<ol style="list-style-type: none"> 1. Students will recognize materials used 2. Students will recognize issues of cleanliness related to the arts 3. Students will recognize methods of storing materials in the arts 4. Students will be introduced to a VCR-mechanical/electrical equipment 5. Props and stage equipment is handled during musical programs 	<ul style="list-style-type: none"> • Teacher demonstration • Teacher observation • Student observation • Rubric 	<ul style="list-style-type: none"> • Books • Art media • Art tools • Video • VCR

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STANDARD 9.1.1.1 Identify arts event that take place in schools and in communities	<ol style="list-style-type: none"> 1. Students will recognize annual contests form kindergarten 2. Students will recognize procedure fro m McDonald art display 3. Students will recognize art displays during musical performances by grades 1-4 4. Students will recognize procedure form art display during parent/teacher night 5. Students will be introduced to performances or exhibits of my knowledge being held in the Middle School and High School 	<ul style="list-style-type: none"> • Teacher explanation • Student observation 	<ul style="list-style-type: none"> • Rules from contest

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STANDARD 9.1.1.J Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of	<ol style="list-style-type: none"> 1. Students will recognize traditional technologies: (e.g., folk art, toys, traditional toys) 2. Students will recognize contemporary technologies: (e.g., modern/mechanical toys) 	<ul style="list-style-type: none"> • Teacher demonstration • Student observation • Video observation • Software program • Rubric 	<ul style="list-style-type: none"> • Samples of traditional toy • Sample of modern toy • Paper • Art drawing media • Computer software

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STANDARD 9.1.1.K Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities	1. Students will recognize traditional and contemporary technologies for furthering knowledge in the humanities	<ul style="list-style-type: none"> • Teacher demonstration • Student observation • Teacher observation • On hands experience 	<ul style="list-style-type: none"> • Traditional equipment (e.g., slides, paints, books, magazines) • Contemporary (e.g., laser disc, computer software, internet, partners, in distance learning, digital camera video) • Art tools/media

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard # 9.2

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STANDARD 9.2.1.A Explain the historical, cultural and social context of an individual work in the arts	<ol style="list-style-type: none"> 1. Students will recognize historical and cultural context of an individual work in the arts 2. Students will be introduced to the social context of an individual work in the arts 3. Prints and factual information during instructional time 4. CD program on their own to reinforce the historical, cultural, and social context 	<ul style="list-style-type: none"> • Question/answer • CD programs • Art programs with activities (Book Form) • Classroom projects laser disc program 	<ul style="list-style-type: none"> • Art games • Art media/tools • Computer/software • VCR • Books • Prints • Laser disc player

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STANDARD 9.2.1.B Relater works in the arts chronologically to historical events (e.g., 10,000 B.C. to present)	1. Students will be able to recognize works of art relating to Paleolithic Age 10,000 B.C. and be introduced to Chinese Art 170 B.C.-1500 A. D.	<ul style="list-style-type: none"> • Teacher explanation • Student observation • Question/answer 	<ul style="list-style-type: none"> • Books • Computer/software • Laser disc player • Laser disc

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STANDARD 9.2.1.C Relater works in the arts to varying styles and genre and to the periods in which they were created	1. Students will recognize the Paleolithic period and be introduced to early American art	<ul style="list-style-type: none"> • Teacher explanation • Student observation • Teacher observation 	<ul style="list-style-type: none"> • Books • Computer software • Laser disc player • Laser disc prints

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STANDARD 9.2.1.D Analyze a work of art form its historical and cultural perspective	1. Students will be introduced to a work of art form its historical and cultural perspective	<ul style="list-style-type: none"> • Teacher explanation • Question/answer • Art games 	<ul style="list-style-type: none"> • Art media/tools • Art games (artery, art ruming) • Computer/software • Internet • Video

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STANDARD 9.2.1.E Analyze how historical events and cultural impact forms, techniques and purposes of works in the arts	1. Students will begin to recognize how historical events and cultural impact form, techniques and purpose of work in the arts. (e.g., information will be presented and a discussion about children's toys form different time periods and countries)	<ul style="list-style-type: none"> • Teacher demonstration • Question/answers • Student observation • Teacher observation 	<ul style="list-style-type: none"> • Prints • Art tools/media • Natural materials • Examples of modern toys • Books • Internet

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STANDARD 9.2.1.F Know and use appropriate vocabulary used between social studies and the arts and humanities	1. Students will begin to recognize vocabulary used between social studies and the arts and humanities when introducing to social context of new individual works in the arts	<ul style="list-style-type: none"> • Student/teacher discussion • Art games • Activity sheet 	<ul style="list-style-type: none"> • Social studies curriculum (glossary) • Art games • Pencil/paper • Prints • Visual aid

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STANDARD 9.2.1.G Relate works in the arts to geographic regions: <ul style="list-style-type: none"> • Africa • Asia • Australia • Central America • Europe • North America • South America 	<ol style="list-style-type: none"> 1. Students will be introduced to works of art from North America (e.g., Eskimo laughing mask were used years ago to make people laugh in laughing contests and told jokes. The masks that made the audience laugh is the winner. Students will make a sample of their own laughing mask and will have a laughing contest in class. 2. Students will also be introduced to works of art from Australia (e.g., Create Didgeridoo's and paper Kangaroo's) 	<ul style="list-style-type: none"> • Teacher explanation • Teacher demonstration • Student project • Student observation • Teacher observation 	<ul style="list-style-type: none"> • Various art media • Various art tools • Teacher sample • prints

LEARNING STANDARDS AND CONTENT ACTIVITIES

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STANDARD 9.2.1.H Identify, describe and analyze the work of Pennsylvania artists in dance, music, theater, and visual arts.	<ol style="list-style-type: none"> 1. Students will recognize Pennsylvania artist from previous year and will be introduced to the visual arts of another Pennsylvania artist 2. Students will do a sample of their own visual art following information shared about artist 	<ul style="list-style-type: none"> • Teacher explanation • Samples of artists work • Student observation • Teacher observation • Classroom work 	<ul style="list-style-type: none"> • Art media • Art tools • Prints • Samples of work • Research on artist

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STANDARD 9.2.1.I Identify, explain, and analyze philosophical beliefs as they relate to works in the arts	<ol style="list-style-type: none"> 1. Students will recognize and review the meaning of philosophical beliefs and share their view with the class 2. Students will share their views about North American art 	<ul style="list-style-type: none"> • teacher explanation • student observation • student art work 	<ul style="list-style-type: none"> • dictionary • glossary • prints • student art work

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<p>STANDARD 9.2.1.J Identify, explain and analyze historical and cultural differences as they relate to works in the arts</p>	<p>1. Students continue to be introduced to new, historical and cultural differences as they relate to the works in the arts (e.g., students will discuss historical and cultural differences in Northern American Art</p>	<ul style="list-style-type: none"> • Teacher explanation • Student observation • Student project 	<ul style="list-style-type: none"> • Glossary • Art media • Art tool

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STANDARD 9.2.1.K Identify, explain and analyze to traditions as they relate to works in the arts	1. Students will be introduced to folk art and relate it to primitive toys used by children from years ago	<ul style="list-style-type: none"> • Teacher explanation • Samples of toys • Student observation • Question/answers • Classroom work 	<ul style="list-style-type: none"> • Prints • Samples of toys • Art media/art tools

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STANDARD 9.2.1.L Identify, explain and analyze common themes, forms and techniques from works in the arts	1. Students will continue to be introduced to new common themes and introduced to the form and techniques from works in the arts	<ul style="list-style-type: none"> • Questions/answers • Teacher explanation • Student observation 	<ul style="list-style-type: none"> • Books • Prints • Computer software program • Laser disc player • Laser disc

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard # 9.3

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 9.3.1.A Recognize critical processes used in the examination of works in the arts and humanities</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Interpret • Forms and test hypotheses • Evaluate/form • Judgment 	<ol style="list-style-type: none"> 1. Students will recognize the critical process by: <ul style="list-style-type: none"> • Comparing/contrast • Analyze • Interpret 2. Students will be introduced to from and test hypotheses 	<ul style="list-style-type: none"> • Teacher/student interaction • Student observation • Teacher observation 	<ul style="list-style-type: none"> • Prints • Books • Videos • Computer/software

LEARNING STANDARDS AND CONTENT ACTIVITIES

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STANDARD 9.3.1.B Know that works in the arts can be described by using the arts elements, principles and concepts	1. Students will recognize that works in the arts can be described by using art elements, principles, and concepts introduced and recognized in standards 9.1.1.A	<ul style="list-style-type: none"> • Teacher/student interaction • Teacher observation • Student observation 	<ul style="list-style-type: none"> • Prints • Books • Computer/software • Laser disc player • Laser disc • Art media/tools

LEARNING STANDARDS AND CONTENT ACTIVITIES

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STANDARD 9.3.1.C Know classification skills with material sand processes used to create works in the arts	1. Students will recognize classification skills with materials and processes used to create works in the arts	<ul style="list-style-type: none"> • Teacher/student interaction • Teacher observation • Student observation • Classroom projects 	<ul style="list-style-type: none"> • Art media/tools • Prints • Computer/software

LEARNING STANDARDS AND CONTENT ACTIVITIES

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STANDARD 9.3.1.D Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response	1. Students will recognize explaining meanings in the arts through their individual works and the works of others using basic vocabulary of critical response	<ul style="list-style-type: none"> • Teacher/student interaction • Student observation • Teacher observation • Classroom work 	<ul style="list-style-type: none"> • Prints • Student work • Books • Computer/software • Laser disc • Laser disc player

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STANDARD 9.3.1.E Recognize and identify types of critical analysis in the arts and humanities <ul style="list-style-type: none"> • Contextual criticism • Forma criticism • Intuitive criticism 	1. Students will begin to recognize different types of critical analysis in the arts	<ul style="list-style-type: none"> • Teacher/student interaction • Teacher observation • Student observation • Classroom work 	<ul style="list-style-type: none"> • Books • Prints • Student work • Computer/software • Laser disc • Laser disc player

LEARNING STANDARDS AND CONTENT ACTIVITIES

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STANDARD 9.3.1.F Know how to recognize and identify similar and different characteristics among works (e.g., Amish and Hawaiian quilts, Navaho weavings and Kente cloth from West Africa)	1. Students will begin to recognize and identify similar and different characteristics among works (e.g., Australian musical instruments and American musical instruments, folk art toys and modern toys)	<ul style="list-style-type: none"> • Teacher/student interaction • Teacher observation • Student observation • Classroom work • Samples of works 	<ul style="list-style-type: none"> • Prints • Art media/tools • Computer/software • Laser disc • Laser disc player

LEARNING STANDARDS AND CONTENT ACTIVITIES

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STANDARD 9.3.1.G Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities	1. Students will recognize how to demonstrate what a critic's position or opinion is related to works in the arts (e.g., Ed Emberly's Squiggle, Dots and Lines)	<ul style="list-style-type: none"> • Teacher/student interaction • Teacher observation • Student observation 	<ul style="list-style-type: none"> • Books • Video • VCR • Prints

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard # 9.4

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
STANDARD 9.4.1.A Know how to respond to a philosophical statement about works in the arts and humanities (e.g., "Can artworks that depict or are about ugly or unpleasant things ever be beautiful?")	1. Students will recognize how to respond to a philosophical statement about works in the arts	<ul style="list-style-type: none"> • Teacher/student interaction • Student observation • Teacher observation 	<ul style="list-style-type: none"> • Prints • Books • Computer/software • Video • VCR • Laser disc • Laser disc player

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard # 9.4

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
STANDARD 9.4.1.B Know how to communicate an informed individual opinion about the meaning of works in ten the arts (e.g., works of and artist of the month)	1. Students will recognize to communicate an informed individual opinion about the meaning of works in the arts	<ul style="list-style-type: none"> • Teacher/student interaction • Teacher observation • Student observation • Student work 	<ul style="list-style-type: none"> • Prints • Student work • Books • Video • VCR laser disc • Laser disc player

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard # 9.4

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
STANDARD 9.4.1.C Recognize that the environment of the observer influences individual aesthetic responses to works in the arts	1. Students will begin to recognize that the environment of the observer influences individual aesthetic responses to works in the arts	<ul style="list-style-type: none"> • Teacher/student interaction • Teacher observation • Student observation • Class work 	<ul style="list-style-type: none"> • Prints • VCR • Video • Laser disc player • Laser disc

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STANDARD 9.4.1.D Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities (e.g., artist's interpretation through the use of classical ballet of the American West in the Agnes De Mille's Rodeo.)	1. Students will begin to recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts (e.g., selection of materials used to make fold art toys for durability)	<ul style="list-style-type: none"> • Teacher/student interaction • Teacher observation • Student observation • Classroom work 	<ul style="list-style-type: none"> • Prints • Books • Art/media/tools • Computer/software • Laser disc • Laser disc player • VCR • Video