

GRADE 3 - 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 #

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	<p>Creative art extension from Cardinal club and selected talented student form most standards</p>		

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STANDARD 9.1.3.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 • Space • Texture • Value 2. Students will recognize and use the following principles of art: <ul style="list-style-type: none"> • Balance • Contrast • Movement/rhythm • Repetition • Unity/harmony 3. Students will be introduced to the following principles of art: <ul style="list-style-type: none"> • Emphasis/focal point • Proportion/scale 	<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 9.1.2.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 • Printing • Multi-media • Design for environment 2. Students will be introduced to and use the appropriate arts elements and principles in the following works of art: <ul style="list-style-type: none"> • Sculpture • Communication 	<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, tempra paint, glue, glue sticks, craft materials) • Various paper types/texture • Art tools • Library books • Art videos • Prints • Slides • Posters • Computer • Software programs • Art media (e.g., watercolors, <u>various types of pencils</u>, <u>various types of crayons</u>, <u>acrylic paint</u>, glue, glue sticks, and craft materials) • Laser disc presentation

- Art materials add
clay/glazes
- Pottery tools

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STANDARD 9.1.3. C. Recognize and use fundamental vocabulary within each of the arts form	<ol style="list-style-type: none"> 1. Students will recognize and use fundamental vocabulary that relates to the following elements of art <ul style="list-style-type: none"> • Color • Form/shape • Line • Texture • Space • Value 2. Students will recognize and use fundamental vocabulary that relates to the following principles of art <ul style="list-style-type: none"> • Balance • Contrast • Movement/rhythm • Repetition • Unity/harmony 3. Student will be introduced to fundamental vocabulary that 	<ul style="list-style-type: none"> • Teacher verbal explanation • Student observation • Oral questions/answers • Crossword puzzle • Quiz 	<ul style="list-style-type: none"> • Teacher resource book • Student resource book • Library books • Art videos • Computer and software • Internet sites • Art games • Prints • Laser disc presentation • Artery game (one specific game for vocabulary)

relates to the following principles of art:

- Emphasis/focal point
- Proportion/scale

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STANDARD 9.1.3. D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work	1. Students will use knowledge of varied styles within each art form 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 • Partners in distance learning • Laser disc presentation

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STANDARD 9.1.3.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 demonstrate their ability to define objects, express emotions, illustrate an action or relate and experience through creation of works in arts: <ul style="list-style-type: none"> • Drawings • Paintings • Pottery • Mobiles • Wood construction • Collage • Crafts 	<ul style="list-style-type: none"> • Teacher demonstration • Student observation • Oral question/answers • Individual projects • Class work • Portfolio • Group projects 	<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) • Laser disc • Presentation

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<p>STANDARD 9.1.3.F. Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso)</p>	<ol style="list-style-type: none"> 1. Students will identify works of professional artists in addition to the lessons bases on: <ul style="list-style-type: none"> • Alexander Calder (Moving Sculpture) • Winslow Homer • Cartoonist such as: Charles Schultz • Albrecht Durer • Paul Cizanne • Vincent Van Gough 2. Students will continue to recognize other students work from display 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 • Laser disc presentation • Art display in middle school or high school 	<ul style="list-style-type: none"> • Teacher examples • Student examples • Prints • Video • Laser disc • Middle School/High School Depts.

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<p>STANDARD 9.1.3.G. Recognize the function of rehearsals and practice sessions</p>	<p>1. In addition to recognizing why quick drawings, art work for other school curriculum and home enjoyment is an important function; students will be introduced to the importance of having an individual portfolio from grades K-4 to see their own growth and development</p>	<ul style="list-style-type: none"> • teacher encouragement • student application • portfolio 	<ul style="list-style-type: none"> • pencils • manila paper • student resource books • various art media

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STANDARD 9.1.3.H Handle materials, equipment and tools safely	<ol style="list-style-type: none"> 1. Students will continue to identify materials used, issues of cleanliness and methods form storing materials. 2. Students will recognize some mechanical/electrical equipment and be introduced to laser disc player and the pottery kiln 3. Students will be introduced to differences in selected physical space/environment 4. 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 • Computers • Toaster oven • Laser disc player • Pottery kiln

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STANDARD 9.1.3.1 Identify arts event that take place in schools and in communities	<ol style="list-style-type: none"> 1. Students will be introduced to information passed on about activities related to Schuylkill Co. Council of Arts. 2. Students will continue to recognize performances or exhibits of my knowledge being held in the Middle School/High School and community 3. Creative art 	<ul style="list-style-type: none"> • Teacher explanation • Student observation 	<ul style="list-style-type: none"> • Rules from contest

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STANDARD 9.1.3.J Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of	1. Students will know and use traditional technologies: <ul style="list-style-type: none"> • Needles/yarn • Weaving loom • Spinning wheel • Clay slab method 2. Students will know and use contemporary technologies: <ul style="list-style-type: none"> • Cardboard looms • Glazes • Kiln 	<ul style="list-style-type: none"> • Teacher demonstration • Student observation • Video observation • Software program • Rubric • Teacher examples • Traditional examples 	<ul style="list-style-type: none"> • Cardboard • Yarn • Wool • Looms • Spinning wheel • Clay • Pottery tools • Kiln

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STANDARD 9.1.3.K Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities	1. Students will know and use traditional and contemporary technologies for furthering knowledge and understanding 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 9.2.3.A Explain the historical, cultural and social context of an individual work in the arts	<ol style="list-style-type: none"> 1. Students will identify historical and cultural context of individual work in the arts 2. students will continue to recognize social context of an individual work in the arts <ul style="list-style-type: none"> • question and answer period during instructional time frame • CD program on their own time to reinforce and proved new information about 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 • Distance learning

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STANDARD 9.2.3.B Relater works in the arts chronologically to historical events (e.g., 10,000 B.C. to present)	<ol style="list-style-type: none"> 1. Students will continue to recognize works Paleolithic art to early American art 2. Students will be introduced to examples of realism on through to the 20th century 	<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 9.2.3.C Relater works in the arts to varying styles and genre and to the periods in which they were created	<ol style="list-style-type: none"> 1. Students will recognize and uses previous taught works in the arts to varying styles and genre and to the periods in which they were created 2. Students will be introduced to other works in the arts to varying styles and genre and to the periods in which they were created (e.g., Chinese art-Middle ages) 	<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 9.2.3.D Analyze a work of art form its historical and cultural perspective	1. Students will recognize and begin to identify a work of art form its historical and cultural perspective	<ul style="list-style-type: none"> • Teacher explanation • Question/answer • Art games • quiz 	<ul style="list-style-type: none"> • Art media/tools • Art games (artery, art ruming) • Computer/software • Internet • Video • Distance learning

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STANDARD 9.2.3.E Analyze how historical events and cultural impact forms, techniques and purposes of works in the arts	1. Students will continue to recognize how historical events and cultural impact forms, techniques and purpose of work in the arts. (e.g., information will be presented demonstration and discussion about sheep to woven end product. How in the past it was a necessity and today and art form	<ul style="list-style-type: none"> • Teacher demonstration • Question/answers • Student observation • Teacher observation 	<ul style="list-style-type: none"> • Examples • Yarn/wool • Looms • Spinning wheel • Weaving/spinning equipment • Needles • Cardboard • books

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STANDARD 9.2.3.F Know and use appropriate vocabulary used between social studies and the arts and humanities	<ol style="list-style-type: none"> 1. Students will continue to use appropriate vocabulary used between social studies and the arts and humanities in discussions 2. Students will continue to be introduced to new vocabulary used between social studies and the arts and humanities 	<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 9.2.3.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 	1. Students will be introduced to works of art from Asia and recognize previous information about works of art from North America (e.g., American artist Alexander Calder had noticed how Chinese wind chimes move with the breeze which inspired his ideas for moving sculpture	<ul style="list-style-type: none"> • Teacher explanation • Teacher demonstration • Student project • Student observation • Teacher observation • Laser disc presentation 	<ul style="list-style-type: none"> • Various art media • Various art tools • Laser disc player • Laser disc

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STANDARD 9.2.3.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 9.2.3.1 Identify, explain, and analyze philosophical beliefs as they relate to works in the arts	1. Students will identify their philosophical beliefs about (e.g., contemporary moving sculpture)	<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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STANDARD 9.2.3.J Identify, explain and analyze historical and cultural differences as they relate to works in the arts	1. Students will continue to recognize historical and cultural differences as they relate to the works of arts. (e.g., Works of Modern art)	<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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Academic Content Standard # 9.2

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 9.2.3.K Identify, explain and analyze to traditions as they relate to works in the arts	1. Students will recognize story telling and crafts which relate to works of art (e.g., students will recall a story about spinning and weaving called the "Goat and Rug" students will be introduced to a story titles "The Spider Weaver" a legend of Kente Cloth	<ul style="list-style-type: none"> • Teacher reading • Story • Question/answers • Student observation • Classroom work • rubric 	<ul style="list-style-type: none"> • Book "Window to the Sky" • Book "The Spider Weaver" • Art media/art tools • Prints • Samples of work • Weaving and spinning • Equipment

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard # 9.2

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 9.2.3.L Identify, explain and analyze common themes, forms and techniques from works in the arts	1. Students will recognize new common themes and will be introduced to the form and technique from works in the arts. (e.g., Alexander Calder-Moving Sculpture)	<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

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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 9.3.3.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 continue to recognize the critical process by: <ul style="list-style-type: none"> • Comparing/contrast • Analyze • Interpret • Form and test hypothesis • Evaluation and forming judgment 	<ul style="list-style-type: none"> • Teacher/student interaction • Student observation • Teacher observation • Possible distance learning 	<ul style="list-style-type: none"> • Prints • Books • Videos • Computer/software • Possible distance learning

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
STANDARD 9.3.3.B Know that works in the arts can be described by using the arts elements, principles and concepts	1. Students will know that works in the arts can be described by using art elements, principles, and concepts that are known and used in standard 9.1.3.A	<ul style="list-style-type: none"> • Teacher/student interaction • Teacher observation • Student observation • worksheet 	<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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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
STANDARD 9.3.3.C Know classification skills with material sand processes used to create works in the arts	1. Students will know 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

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
STANDARD 9.3.3.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 explain the 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

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
STANDARD 9.3.3.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 recognize and identify 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

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
STANDARD 9.3.3.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 know how to recognize and identify similar and different characteristics among works (e.g., Navaho weaving and Kente cloth from West Africa)	<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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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
STANDARD 9.3.3.G Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities	1. Students will know and demonstrate what a critic's position or opinion is related to works in the arts (e.g., position and opinion about mobiles)	<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 9.4.3.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 know how to respond to a philosophical statement about works in the arts. (e.g., When Pablo Picasso painted art, what was he thinking?)	<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 9.4.3.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 know how 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 9.4.3.C Recognize that the environment of the observer influences individual aesthetic responses to works in the arts	1. Students will 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

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 9.4.3.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 t Agnes De Mille's Rodeo.)	1. Students will recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts (e.g., selection of fibers for early American weavers)	<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 • Possible distance learning