

GRADE 4 - 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	Creative art extension for Cardinal club students and selected talented students in most standard areas.		

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STANDARD 9.1.4.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 understand and use the following element of art: <ul style="list-style-type: none"> • Color • Form/shape • Line • Space • Texture • Value 2. Students will understand and use the following principles of art: <ul style="list-style-type: none"> • Balance • Contrast • Movement/rhythm • Repetition • Unity/harmony 3. Students will recognize and use 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

LEARNING STANDARDS AND CONTENT ACTIVITIES

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<p>STANDARD 9.1.4.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>	<p>1. Students will recognize and use the appropriate arts elements and principles in the following original works of art:</p> <ul style="list-style-type: none"> • Painting • Drawing • Crafts • Printing • Multi-media • Design for environment • 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, tempera 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 9.1.4. C. Recognize and use fundamental vocabulary within each of the arts form	<ol style="list-style-type: none"> 1. Students will use and reinforce the fundamental vocabulary that relates to the following elements of art <ul style="list-style-type: none"> • Color • Form/shape • Line • Space • Texture • Value 2. Students will use and reinforce fundamental vocabulary that relates to the following principles of art <ul style="list-style-type: none"> • Balance • Contrast • Movement/rhythm • Repetition • Unity/harmony • Proportion/scale • Emphasis/focal point 	<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)

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<p>STANDARD 9.1.4. D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work</p>	<p>1. Students will use knowledge of varied styles within each art form and begin to describe the use of knowledge through an exhibition of unique work (e.g., sample of four different styles using same subject matter with each style and displaying styles as one unit</p> <ul style="list-style-type: none"> • Realism • Cubism • Impressionism • Surrealism 	<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 9.1.4.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 know and 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 • 3-D construction • 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 9.1.4.F. Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso)</p>	<p>1. Students will identify works of professional artists in addition to the lessons bases on:</p> <ul style="list-style-type: none"> • Edward Munahe • Pablo Picasso • Claude Monet • Salvador Dali • Georges Seurat • Edgar Degas 	<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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STANDARD 9.1.4.G. Recognize the function of rehearsals and practice sessions	<ol style="list-style-type: none"> 1. Students will recognize their own growth and development in drawing by previewing previous drawings from K-4 2. Students will be construct and design their own sketch book to begin a collection of their own drawings from fourth grade 	<ul style="list-style-type: none"> • teacher encouragement • student application • portfolio • sketch books 	<ul style="list-style-type: none"> • pencils • manila paper • student resource books • various art media

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STANDARD 9.1.4.H Handle materials, equipment and tools safely	<ol style="list-style-type: none"> 1. Students will recognize mechanical/electrical equipment used during class 2. Students will recognize the differences in selected physical space/environment 3. Students will know how to use materials, the importance of cleanliness and methods for storing materials 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 9.1.4.1 Identify arts event that take place in schools and in communities	<ol style="list-style-type: none"> 1. Students will recognize information passed on about activities related to Schuylkill Co. Council of Arts. 2. Students will identify 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 9.1.4.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 know, use and compare traditional technologies: <ul style="list-style-type: none"> • Hand made samples • Clay pinch pot • Library research 2. Students will know, use and compare contemporary technologies: <ul style="list-style-type: none"> • Computer art example • Glazes • Kiln • Computer research • Photograph 	<ul style="list-style-type: none"> • Teacher demonstration • Student observation • Video observation • Software program • Rubric • Teacher examples • Traditional examples • Rubric 	<ul style="list-style-type: none"> • Clay • Glazes • Pottery tools • Computer • Internet • Kiln

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STANDARD 9.1.4.K Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities	1. Students will know, use and compare 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 9.2.4.A Explain the historical, cultural and social context of an individual work in the arts	1. Students will continue to identify historical and cultural context in addition to identifying 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 for reinforcement 	<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 9.2.4.B Relater works in the arts chronologically to historical events (e.g., 10,000 B.C. to present)	1. Students will recognize works of art relating to Paleolithic to 20 th 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 9.2.4.C Relater works in the arts to varying styles and genre and to the periods in which they were created	1. Students will recognize and use works in the arts to varying styles and genre and to the periods in which they were created <ul style="list-style-type: none"> • Realism • Impressionism • Cubism • Surrealism 	<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 • Project for computer

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STANDARD 9.2.4.D Analyze a work of art form its historical and cultural perspective	1. Students will 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 9.2.4.E Analyze how historical events and cultural impact forms, techniques and purposes of works in the arts	1. Students will identify 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 clay and how it was used early as necessity and today as an art form>)	<ul style="list-style-type: none"> • Teacher demonstration • Question/answers • Student observation • Teacher observation 	<ul style="list-style-type: none"> • Prints • Clay • Pottery tools/equipment • Kiln • Glazes • Art drawing media • Laser disc • Books

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STANDARD 9.2.4.F Know and use appropriate vocabulary used between social studies and the arts and humanities	1. Students will continue to recognize and use appropriate vocabulary between social studies and the arts and humanities in discussions relating to an individual work 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 9.2.4.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 Europe and recognize previous information about works of art from North America <u>Art Series</u> (e.g., Introduce four styles of art from European and American artists)	<ul style="list-style-type: none"> • Teacher explanation • Teacher demonstration • Student project • Student observation • Teacher observation • Laser disc presentation • CD software program presentation 	<ul style="list-style-type: none"> • Various art tools • Various art media • Computer • Computer projector • CD software program

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STANDARD 9.2.4.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 9.2.4.1 Identify, explain, and analyze philosophical beliefs as they relate to works in the arts	1. Students will continue to identify their philosophical beliefs about (e.g., realism, cubism, impressionism, and surrealism)	<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 9.2.4.J Identify, explain and analyze historical and cultural differences as they relate to works in the arts	1. Students will continue to be introduced to new historical and cultural differences as they relate to the works of arts: <ul style="list-style-type: none"> • Worlcof • Monet • Pablo Picasso • Salvador Dali 	<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 9.2.4.K Identify, explain and analyze to traditions as they relate to works in the arts	1. Students will continue to recognize new ways to tell stories through visual pictures (e.g., Students will make examples of Native American carved totem poles about family and events, other ways to tell stories are drawing pictures, act it out and then use words to tell the story	<ul style="list-style-type: none"> • Teacher explanation • Student observation • Classroom work • Rubric • Question/answers 	<ul style="list-style-type: none"> • Book “Around the World” • Art and activities

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 # 9.2

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 9.2.4.L Identify, explain and analyze common themes, forms and techniques from works in the arts	1. Students will continue to recognize new common themes, form and techniques from works in the arts: <ul style="list-style-type: none"> • The Three Musicians-Pablo Picasso • Mai West-Salvador Dali • Dress Rehearsal-Degas • The Scream-Edward Munch 	<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 • Video

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 9.3.4.A Recognize critical processes used in the examination of works in the arts and humanities <ul style="list-style-type: none"> • Compare and contrast • Analyze • Interpret • Forms and test hypotheses • Evaluate/form • Judgment 	1. Students will recognize and use 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 9.3.4.B Know that works in the arts can be described by using the arts elements, principles and concepts	1. Students will understand that works in the arts can be described by using art elements, principles, and concepts understand and used in 9.1.4.A	<ul style="list-style-type: none"> • Teacher/student interaction • Teacher observation • Student observation • Worksheet • Quiz 	<ul style="list-style-type: none"> • Prints • Books • Computer/software • Laser disc player • Laser disc • Art media/tools • Computer projector

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 9.3.4.C Know classification skills with material sand processes used to create works in the arts	1. Students will understand 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 9.3.4.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 continue to explain the meanings in the arts and be introduced to comparing similar and contrasting important aspects of works in the arts	<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

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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 9.3.4.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, identify and use 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 9.3.4.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 be introduced to know how to recognize the process of criticism in identifying and analyzing characteristics among works in the arts.	<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

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 9.3.4.G Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities	1. Students will be introduced to how to describe a critic's position or opinion about selected works in the arts. (e.g., examples of realism, cubism, impressionism and surrealism)	<ul style="list-style-type: none"> • Teacher/student interaction • Teacher observation • Student observation • Rubrics • Classroom activities 	<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 9.4.4.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 be introduced to identifying uses of expressive symbols that show philosophical meanings in works in the arts (e.g., Portrait Vs. Room interior; Mae West by Salvador Dali)	<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 9.4.4.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 be introduced to the investigation and communicate multiple philosophical views about 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

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STANDARD 9.4.4.C Recognize that the environment of the observer influences individual aesthetic responses to works in the arts	1. Students will be introduced to identifying the attributes of various audiences environments as they influence individual aesthetic response	<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

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<p>STANDARD 9.4.4.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.)</p>	<p>1. Students will be introduced to choices made regarding media, techniques, form, subject matter and themes the communicate the artists philosophy within a work in the arts and humanities (e.g., Salvador Dali's selection of subject form Mae West)</p>	<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 • Computer projector