

# GRADE 6 - 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 # 7.1.8

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<b>STANDARD</b>  A. Know and use the elements and principles of each art form to create works in the arts and humanities B. Know and use a variety of appropriate art elements and principles to produce review and revise original works in the arts C. Know and use fundamental vocabulary within each of the art forms	<ol style="list-style-type: none"> <li>1. Students will differentiate and use the elements of art in a variety of art activities</li> <li>2. Students will differentiate and use the principles of art in a variety of art activities</li> </ol> <ol style="list-style-type: none"> <li>1. Students will be affected by the elements in their production of art projects</li> <li>2. Students will be affected by the principles of their production of art projects</li> </ol> <ol style="list-style-type: none"> <li>1. Students will talk about a work of art with appropriate vocabulary</li> <li>2. Students will talk about their art work with appropriate language</li> </ol>	<ul style="list-style-type: none"> <li>• Student portfolios</li> <li>• Group art projects</li> <li>• Individual art projects</li> <li>• Teacher observation</li> <li>• Quizzes/tests</li> <li>• Independent studies</li> <li>• Teacher displays</li> <li>• Student displays</li> <li>• Teacher demonstrations</li> <li>• Student observations</li> <li>• Oral presentations</li> <li>• Worksheets</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor generated resources</li> <li>• Instructor textbook resources</li> <li>• Art videos</li> <li>• Internet sites</li> <li>• Laser disc presentation</li> <li>• Cable in the classroom</li> <li>• Lab materials for class demonstrations</li> <li>• Library</li> <li>• Outside presenters</li> <li>• Community resource</li> <li>• Filmstrips</li> <li>• Art supplies</li> </ul>

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<b>STANDARD</b>  D. Describe and use knowledge of a specific style within each art form through exhibition of art work E. Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts F. Describe works of others through exhibition in two art form	<ol style="list-style-type: none"> <li>1. Students will explain an exhibition of famous art work a student art work with specific vocabulary</li> <li>2. The student will use experience, stories or emotions to inspire their own works of art</li> <li>3. The students will give meaning to works of art through exhibitions of famous or student artists</li> </ol>	<ul style="list-style-type: none"> <li>• Student portfolios</li> <li>• Group art projects</li> <li>• Individual art projects</li> <li>• Teacher observation</li> <li>• Quizzes/tests</li> <li>• Independent studies</li> <li>• Teacher displays</li> <li>• Student displays</li> <li>• Teacher demonstrations</li> <li>• Student observations</li> <li>• Oral presentations</li> <li>• Worksheets</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor generated resources</li> <li>• Instructor textbook resources</li> <li>• Art videos</li> <li>• Internet sites</li> <li>• Laser disc presentation</li> <li>• Cable in the classroom</li> <li>• Lab materials for class demonstrations</li> <li>• Library</li> <li>• Outside presenters</li> <li>• Community resource</li> <li>• Filmstrips</li> <li>• Art supplies</li> </ul>

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<p><b>STANDARD</b></p> <p>G. Use and maintain materials, equipment and tools safely</p> <p>H. Describe art events that took place in school and in the community</p>	<ol style="list-style-type: none"> <li>1. Students will investigate art materials that are used</li> <li>2. Students will exhibit cleanliness in art room</li> <li>3. Students will know mechanical/electrical equipment used in art room</li> <li>4. Students will know how to store art materials safely</li> </ol> <ol style="list-style-type: none"> <li>1. Students will participate and become aware of art events in the school and community</li> </ol>	<ul style="list-style-type: none"> <li>• Student portfolios</li> <li>• Group art projects</li> <li>• Individual art projects</li> <li>• Teacher observation</li> <li>• Quizzes/tests</li> <li>• Independent studies</li> <li>• Teacher displays</li> <li>• Student displays</li> <li>• Teacher demonstrations</li> <li>• Student observations</li> <li>• Oral presentations</li> <li>• Worksheets</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor generated resources</li> <li>• Instructor textbook resources</li> <li>• Art videos</li> <li>• Internet sites</li> <li>• Laser disc presentation</li> <li>• Cable in the classroom</li> <li>• Lab materials for class demonstrations</li> <li>• Library</li> <li>• Outside presenters</li> <li>• Community resource</li> <li>• Filmstrips</li> <li>• Art supplies</li> </ul>

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<b>STANDARD</b>  I. Apply traditional and contemporary technologies for producing and exhibiting their works of art or the works of others  J. Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities	1. The students will investigate traditional technologies such as fold looms, ceramic tools, earth clay, etching tools and masks  2. The students will examine contemporary technologies such as computer art, multimedia techniques and internet access  1. The student will share knowledge and understanding of the humanities	<ul style="list-style-type: none"> <li>• Student portfolios</li> <li>• Group art projects</li> <li>• Individual art projects</li> <li>• Teacher observation</li> <li>• Quizzes/tests</li> <li>• Independent studies</li> <li>• Teacher displays</li> <li>• Student displays</li> <li>• Teacher demonstrations</li> <li>• Student observations</li> <li>• Oral presentations</li> <li>• Worksheets</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor generated resources</li> <li>• Instructor textbook resources</li> <li>• Art videos</li> <li>• Internet sites</li> <li>• Laser disc presentation</li> <li>• Cable in the classroom</li> <li>• Lab materials for class demonstrations</li> <li>• Library</li> <li>• Outside presenters</li> <li>• Community resource</li> <li>• Filmstrips</li> <li>• Art supplies</li> </ul>

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### Academic Content Standard # 7.2.8

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><b>STANDARD</b></p> <p>A. Explain the historical cultural and social context of an individual work in art</p> <p>B. Relate works in art chronologically to historical events</p> <p>C. Relate works in the arts to varying styles and genre and to the periods to which they were created</p> <p>D. Analyze a work of art from its historical and cultural perspective</p>	<ol style="list-style-type: none"> <li>1. The student will recognize the historical, cultural and social context of an individual work in art</li> <li>2. The student will recognize works in art chronological to historical events</li> <li>3. The students will recognize works in the arts to varying styles</li> <li>4. The student will recognize a work of art from its historical and cultural perspective</li> </ol>	<ul style="list-style-type: none"> <li>• Student portfolios</li> <li>• Group art projects</li> <li>• Individual art projects</li> <li>• Teacher observation</li> <li>• Quizzes/tests</li> <li>• Independent studies</li> <li>• Teacher displays</li> <li>• Student displays</li> <li>• Teacher demonstrations</li> <li>• Student observations</li> <li>• Oral presentations</li> <li>• Worksheets</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor generated resources</li> <li>• Instructor textbook resources</li> <li>• Art videos</li> <li>• Internet sites</li> <li>• Laser disc presentation</li> <li>• Cable in the classroom</li> <li>• Lab materials for class demonstrations</li> <li>• Library</li> <li>• Outside presenters</li> <li>• Community resource</li> <li>• Filmstrips</li> </ul>

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<b>STANDARD</b>  E. Analyze how historical events and cultural impacts forms, techniques and purposes of works in the arts F. Know and use appropriate vocabulary used between social studies and the arts and humanities G. Relate works in the arts to geographic regions H. Identify, describe and analyze the work of PA artists in the visual arts	1. The student will recognize historical events 2. The student will recognize appropriate vocabulary in the arts 3. The student will recognize works in the arts to geographic regions 4. The students will identify, describe and analyze the works of PA artists	<ul style="list-style-type: none"> <li>• Student portfolios</li> <li>• Group art projects</li> <li>• Individual art projects</li> <li>• Teacher observation</li> <li>• Quizzes/tests</li> <li>• Independent studies</li> <li>• Teacher displays</li> <li>• Student displays</li> <li>• Teacher demonstrations</li> <li>• Student observations</li> <li>• Oral presentations</li> <li>• Worksheets</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor generated resources</li> <li>• Instructor textbook resources</li> <li>• Art videos</li> <li>• Internet sites</li> <li>• Laser disc presentation</li> <li>• Cable in the classroom</li> <li>• Lab materials for class demonstrations</li> <li>• Library</li> <li>• Outside presenters</li> <li>• Community resource</li> <li>• Filmstrips</li> </ul>

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<p><b>STANDARD</b></p> <p>I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts</p> <p>J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts</p> <p>K. Identify, explain and analyze traditions as they relate to works in the arts</p> <p>L. Identify, explain and analyze common themes, forms and techniques from works in the arts</p>	<p>1. The students will identify, explain and analyze beliefs as they relate to works in the arts</p> <p>2. The student will identify, explain and analyze historical and cultural differences</p> <p>3. The student will identify, explain and analyze traditions as they relate to works in the arts</p> <p>4. The student will identify, explain and analyze themes, forms and techniques in the arts</p>	<ul style="list-style-type: none"> <li>• Student portfolios</li> <li>• Group art projects</li> <li>• Individual art projects</li> <li>• Teacher observation</li> <li>• Quizzes/tests</li> <li>• Independent studies</li> <li>• Teacher displays</li> <li>• Student displays</li> <li>• Teacher demonstrations</li> <li>• Student observations</li> <li>• Oral presentations</li> <li>• Worksheets</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor generated resources</li> <li>• Instructor textbook resources</li> <li>• Art videos</li> <li>• Internet sites</li> <li>• Laser disc presentation</li> <li>• Cable in the classroom</li> <li>• Lab materials for class demonstrations</li> <li>• Library</li> <li>• Outside presenters</li> <li>• Community resource</li> <li>• Filmstrips</li> </ul>

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### Academic Content Standard # 7.3.8

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<b>STANDARD</b>  A. Identify critical processes in the examination of works in the arts and humanities B. Describe works in the arts comparing similar and contrasting characteristics C. Classify works in the arts by forms in which they are found	1. The student will begin to understand the critical process in the examination of works in the arts 2. The student will begin to describe works in the arts comparing similar and contrasting characteristics 3. The student will begin to classify works in the arts by forms	<ul style="list-style-type: none"> <li>• Student portfolios</li> <li>• Group art projects</li> <li>• Individual art projects</li> <li>• Teacher observation</li> <li>• Quizzes/tests</li> <li>• Independent studies</li> <li>• Teacher displays</li> <li>• Student displays</li> <li>• Teacher demonstrations</li> <li>• Student observations</li> <li>• Oral presentations</li> <li>• Worksheets</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor generated resources</li> <li>• Instructor textbook resources</li> <li>• Art videos</li> <li>• Internet sites</li> <li>• Laser disc presentation</li> <li>• Cable in the classroom</li> <li>• Lab materials for class demonstrations</li> <li>• Library</li> <li>• Outside presenters</li> <li>• Community resource</li> <li>• Filmstrips</li> </ul>

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<b>STANDARD</b>  D. Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response  E. Describe and use types of critical analysis in the arts and humanities	1. The student will begin to compare similar and contrasting important aspects of works in the arts based on a set of guidelines using a comprehensive vocabulary  2. The student will begin to describe and use types of critical analysis in the arts	<ul style="list-style-type: none"> <li>• Student portfolios</li> <li>• Group art projects</li> <li>• Individual art projects</li> <li>• Teacher observation</li> <li>• Quizzes/tests</li> <li>• Independent studies</li> <li>• Teacher displays</li> <li>• Student displays</li> <li>• Teacher demonstrations</li> <li>• Student observations</li> <li>• Oral presentations</li> <li>• Worksheets</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor generated resources</li> <li>• Instructor textbook resources</li> <li>• Art videos</li> <li>• Internet sites</li> <li>• Laser disc presentation</li> <li>• Cable in the classroom</li> <li>• Lab materials for class demonstrations</li> <li>• Library</li> <li>• Outside presenters</li> <li>• Community resource</li> <li>• Filmstrips</li> </ul>

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<b>STANDARD</b>  F. Know how to recognize the process of criticism in identifying and analyzing characteristics among works in the arts  G. Describe a critic's position or opinion about selected works in the arts and humanities	1. The student will begin to know how to recognize the process of criticizing and analyzing characteristics among works in the arts  2. The student will begin to describe a critic's position about selected works in the arts	<ul style="list-style-type: none"> <li>• Student portfolios</li> <li>• Group art projects</li> <li>• Individual art projects</li> <li>• Teacher observation</li> <li>• Quizzes/tests</li> <li>• Independent studies</li> <li>• Teacher displays</li> <li>• Student displays</li> <li>• Teacher demonstrations</li> <li>• Student observations</li> <li>• Oral presentations</li> <li>• Worksheets</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor generated resources</li> <li>• Instructor textbook resources</li> <li>• Art videos</li> <li>• Internet sites</li> <li>• Laser disc presentation</li> <li>• Cable in the classroom</li> <li>• Lab materials for class demonstrations</li> <li>• Library</li> <li>• Outside presenters</li> <li>• Community resource</li> <li>• Filmstrips</li> </ul>

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### Academic Content Standard # 7.4.8 Aesthetic Response

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><b>STANDARD</b></p> <p>A. Know how to respond to a philosophical statement about works in the arts</p> <p>B. Know how to communicate and informed opinion about the meaning of works in the arts</p> <p>C. Recognize that the environment of the observer influences individual aesthetic responses to works in the arts</p> <p>D. Recognize that choices made by artists communicate ideas through works in the arts</p>	<ol style="list-style-type: none"> <li>1. The student will continue to respond to a philosophical statement about works in the arts</li> <li>2. The student will continue to communicate an informed opinion about the meaning of works in the arts</li> <li>3. The student will continue to understand environment influences individual aesthetic responses to works in the arts</li> <li>4. The student will continue to make choices made by the artist to communicate ideas through works in the arts</li> </ol>	<ul style="list-style-type: none"> <li>• Student portfolios</li> <li>• Group art projects</li> <li>• Individual art projects</li> <li>• Teacher observation</li> <li>• Quizzes/tests</li> <li>• Independent studies</li> <li>• Teacher displays</li> <li>• Student displays</li> <li>• Teacher demonstrations</li> <li>• Student observations</li> <li>• Oral presentations</li> <li>• Worksheets</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor generated resources</li> <li>• Instructor textbook resources</li> <li>• Art videos</li> <li>• Internet sites</li> <li>• Laser disc presentation</li> <li>• Cable in the classroom</li> <li>• Lab materials for class demonstrations</li> <li>• Library</li> <li>• Outside presenters</li> <li>• Community resource</li> <li>• Filmstrips</li> </ul>