

GRADE 8 - 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 # 7.1.10

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 A. Know and use the elements and principles of each art form to create works in the arts and humanities B. Incorporate and synthesize knowledge of elements, principles, theories, materials, tools and skill to create original works of art	1. The student will know and use the elements of color, form/shape, line, space, texture and value 2. The Student will know and use the principles of balance, contrast, emphasis focal point, movement proportion, repetition and unity 1. The student will incorporate their knowledge of the elements, principles, theories, materials, tools, and skills in creating original works of art	<ul style="list-style-type: none"> • Student portfolios • Group art project • Individual art project • Teacher observations • Quizzes/tests • Independent studies • Teacher display • Student displays • Teacher demonstration • Student observations • Oral presentations • Worksheets • Rubrics 	<ul style="list-style-type: none"> • Instructor generated resources • Instructor textbook resources • Art videos • Internet sites • Laser disc presentation • Cable in the classroom • Lab materials for class demonstrations • Library • Outside presenters • Community resources • Filmstrips • Art supplies

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STANDARD C. Identify and use comprehensive vocabulary within each of the art forms D. Demonstrate in depth knowledge of art, at least two styles within each art form through exhibition of unique works E. Communicate a unifying theme or point of view through the production of works in the arts	1. The student will use appropriated vocabulary to describe theirs and others works of art 2. The students will communicate knowledge or a point of view through their production of works of art 3. The students will communicate knowledge or point of view through their production of works of art	<ul style="list-style-type: none"> • Student portfolios • Group art project • Individual art project • Teacher observations • Quizzes/tests • Independent studies • Teacher display • Student displays • Teacher demonstration • Student observations • Oral presentations • Worksheets • Rubrics 	<ul style="list-style-type: none"> • Instructor generated resources • Instructor textbook resources • Art videos • Internet sites • Laser disc presentation • Cable in the classroom • Lab materials for class demonstrations • Library • Outside presenters • Community resources • Filmstrips • Art supplies

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STANDARD F. Explain works of others within each art form through exhibition G. Demonstrate and maintain materials, equipment and tools safely	<ol style="list-style-type: none"> 1. The students will explain the works of others in exhibition 2. Students will demonstrate and maintain the use of art materials 3. Students will demonstrate the use of cleanliness in the art room 4. The students will demonstrate methods for storing materials in the art room 	<ul style="list-style-type: none"> • Student portfolios • Group art project • Individual art project • Teacher observations • Quizzes/tests • Independent studies • Teacher display • Student displays • Teacher demonstration • Student observations • Oral presentations • Worksheets • Rubrics 	<ul style="list-style-type: none"> • Instructor generated resources • Instructor textbook resources • Art videos • Internet sites • Laser disc presentation • Cable in the classroom • Lab materials for class demonstrations • Library • Outside presenters • Community resources • Filmstrips • Art supplies

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STANDARD H. Distinguish among a variety of regional arts events and resources I. Incorporate specific uses of traditional and contemporary technologies within the design for exhibiting works in the arts J. Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities	1. The students will distinguish among regional art events 1. The students will explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving, designs and glaze) 2. The students will explain and demonstrate contemporary technologies (e.g., internet design computer art) 1. The students will incorporate specific use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities	<ul style="list-style-type: none"> • Student portfolios • Group art project • Individual art project • Teacher observations • Quizzes/tests • Independent studies • Teacher display • Student displays • Teacher demonstration • Student observations • Oral presentations • Worksheets • Rubrics 	<ul style="list-style-type: none"> • Instructor generated resources • Instructor textbook resources • Art videos • Internet sites • Laser disc presentation • Cable in the classroom • Lab materials for class demonstrations • Library • Outside presenters • Community resources • Filmstrips • Art supplies

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Academic Content Standard # 7.2.10 Historical, Cultural

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</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 form its historical and cultural perspective</p>	<ol style="list-style-type: none"> 1. The student will explain the historical, cultural and social context of an individual work in art 2. The student will relate works in art chronologically to historical events 3. The students will relate works in the arts to varying styles 4. The student will analyze a work of art form its historical and cultural perspective 	<ul style="list-style-type: none"> • Student portfolios • Group art project • Individual art project • Teacher observations • Quizzes/tests • Independent studies • Teacher display • Student displays • Teacher demonstration • Student observations • Oral presentations • Worksheets • Rubrics 	<ul style="list-style-type: none"> • Instructor generated resources • Instructor textbook resources • Art videos • Internet sites • Laser disc presentation • Cable in the classroom • Lab materials for class demonstrations • Library • Outside presenters • Community resources • Filmstrips

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<p>STANDARD</p> <p>E. Analyze how historical events and cultural impacts forms, techniques and purpose 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</p>	<ol style="list-style-type: none"> 1. The students will analyze historical events 2. The students will use appropriate vocabulary in the arts 3. The students will relate works in the arts to geographic regions 4. The students will indemnify, describe and analyze the works of PA artists 	<ul style="list-style-type: none"> • Student portfolios • Group art project • Individual art project • Teacher observations • Quizzes/tests • Independent studies • Teacher display • Student displays • Teacher demonstration • Student observations • Oral presentations • Worksheets • Rubrics 	<ul style="list-style-type: none"> • Instructor generated resources • Instructor textbook resources • Art videos • Internet sites • Laser disc presentation • Cable in the classroom • Lab materials for class demonstrations • Library • Outside presenters • Community resources • Filmstrips

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

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Academic Content Standard # 7.3.10 Critical 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
STANDARD A. Identify critical processes in the examination of work 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 identify critical process in the examination of works in the arts 2. The student will describe works in the arts comparing similar and contrasting characteristics 3. The student will classify works in the arts by form	<ul style="list-style-type: none"> • Student portfolios • Group art project • Individual art project • Teacher observations • Quizzes/tests • Independent studies • Teacher display • Student displays • Teacher demonstration • Student observations • Oral presentations • Worksheets • Rubrics 	<ul style="list-style-type: none"> • Instructor generated resources • Instructor textbook resources • Art videos • Internet sites • Laser disc presentation • Cable in the classroom • Lab materials for class demonstrations • Library • Outside presenters • Community resources • Filmstrips

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Academic Content Standard # 7.3.10

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

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<p>STANDARD</p> <p>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</p> <p>E. Describe and use types of critical analysis in the arts and humanities</p>	<ol style="list-style-type: none"> 1. The student will 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 describe and use types of critical analysis in the art 	<ul style="list-style-type: none"> • Student portfolios • Group art project • Individual art project • Teacher observations • Quizzes/tests • Independent studies • Teacher display • Student displays • Teacher demonstration • Student observations • Oral presentations • Worksheets • Rubrics 	<ul style="list-style-type: none"> • Instructor generated resources • Instructor textbook resources • Art videos • Internet sites • Laser disc presentation • Cable in the classroom • Lab materials for class demonstrations • Library • Outside presenters • Community resources • Filmstrips

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Academic Content Standard # 7.4.10 Aesthetic Response

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