

Wallenpaupack Area School District
Wallenpaupack Area Elementary Schools
Course Title: Art Grade 1
Length of Course: Year-long

District Policies:

Academic Integrity:

Academic integrity is essential to the success of an educational community. Students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, multiple submissions and other forms of dishonest or unethical behavior, is prohibited.

Assessment:

The goal of grading is to report student progress and achievement to the parents to strengthen the home-school connection. The grade should accurately reflect the student's performance in mastering the PA Standards and the WASD curriculum.

Attendance:

Regular school attendance is vitally important to academic success. Not only does attendance reinforce and enrich the learning process; it also establishes patterns and attitudes that will carry forward into adult work habits. Regular, consistent attendance is a prerequisite to successful school life. Children should be absent only in cases of illness or emergency.

Special Education:

Our commitment to each student is to ensure a free appropriate public education which begins with the general education setting, with the use of Supplementary Aids and Services. Inclusive education describes the successful education of all students with the appropriate supports and services to participate in and benefit from the general classroom settings and other educational environments.

Course Description:

Students will develop skills necessary to complete major activities of painting, drawing, pottery, printmaking, weaving, crafts and sculpture.

Pennsylvania State Standards:

Academic Standards for the Arts and Humanities

9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

9.1.3. GRADE 3

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

A. Know and use the elements and principles of each art form to create works in the arts and humanities.

Visual Arts: • color • form/shape • line • space • texture • value

Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony

B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

C. Recognize and use fundamental vocabulary within each of the arts forms.

C. Know and use fundamental vocabulary within each of the arts forms.

C. Identify and use comprehensive vocabulary within each of the arts forms.

D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work.

E. Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

F. Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso).

G. Recognize the function of rehearsals and practice sessions.

H. Handle materials, equipment and tools safely at work and performance spaces.

- Identify materials used.
- Identify issues of cleanliness related to the arts.
- Recognize some mechanical/electrical equipment.
- Recognize differences in selected physical space/environments.
- Recognize the need to select safe props/stage equipment.
- Identify methods for storing materials in the arts.

I. Identify arts events that take place in schools and in communities.

J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

- Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment).
- Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders).

K. Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.

9.2. Historical and Cultural Contexts

9.2.3. GRADE 3

A. Explain the historical, cultural and social context of an individual work in the arts.

B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).

C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).

D. Analyze a work of art from its historical and cultural perspective.

E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)

F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.

G. Relate works in the arts to geographic regions:

- Africa
- Asia
- Australia
- Central America
- Europe
- North America
- South America

H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.

I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American Art)

J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).

K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories-poetry, work songs- blue grass).

L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's *Appalachian Spring* and Millet's *The Gleaners*)

9.3. Critical Response

9.3.3. GRADE 3

A. Recognize critical processes used in the examination of works in the arts and humanities.

- Compare and contrast
- Analyze
- Interpret
- Form and test hypotheses

- Evaluate/form judgments
- B. Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian's *Broadway Boogie-Woogie*; use of dynamics, tempo, texture in Ravel's *Bolero*).
- C. Know classification skills with materials and processes used to create works in the arts (e.g., sorting and matching textiles, musical chants, television comedies).
- D. Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.
- E. Recognize and identify types of critical analysis in the arts and humanities.
 - Contextual criticism
 - Formal criticism
 - Intuitive criticism
- F. Know how to recognize and identify similar and different characteristics among works in the arts (e.g., Amish and Hawaiian quilts, Navaho weavings and Kente cloth from West Africa).
- G. Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities (e.g., I like patriotic songs because...; The movie was enjoyed for its exceptional special effects).

9.4. Aesthetic Response

9.4.3. GRADE 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?").
- B. Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., works of an artist of the month).
- C. Recognize that the environment of the observer influences individual aesthetic responses to works in the arts (e.g., the effect of live music as opposed to listening to the same piece on a car radio).
- 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 Agnes De Mille's *Rodeo*).

Course Objectives:

Students will demonstrate the ability to:

Use tools and materials with knowledge of elements and principles of visual arts.

Recognize major artists from various historical styles.

Explore arts from different cultures including but not limited to the rich folk arts.

Students will master the skills of:

Proper use of materials and techniques pursuant to the major activities of painting, drawing, pottery, printmaking, weaving, crafts and sculpture.

Major Activities to Support Course Objectives:

Create guided age-appropriate examples of works that emphasize color, shape, line, texture, proportion/scale, pattern, space and emphasis.

Provide opportunities for students to discuss their own works and the works of others.

Hands-on opportunities to create art work using a variety of media.

Student Responsibilities:

Follow classroom rules, expectations and procedures for safety and harmony.

Work to the best of their ability.

Demonstrate respect of materials, other student's artwork and each other.

Assessment:

Students are graded on completed projects and participation.

Content Pacing Guide:

Topic	Major Assignments	Estimated Time
Painting	Tempera, Watercolor, Color Theory, Techniques and Mixed Media	40-80 minutes per individual lesson.
Drawing	Pencil, Crayon, Markers, Oil and Chalk Pastels	40-80 minutes per individual lesson.
Pottery	Pinch pots, Draped Slab Vessel, Instruments	40-80 minutes per individual lesson.
Printmaking	Found Object, Stamping, Relief Printing	40-80 minutes per individual lesson.
Weaving	Paper Weaving, Lacing, Printed Patterns	40-80 minutes per individual lesson.
Crafts	Paper, Mixed Media	40-80 minutes per individual lesson.
Sculptures	Paper, Various Clays	40-80 minutes per individual lesson.