

2.1 Artists reflect on the process of marking art in order to improve their skills and techniques.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1A, B, C, G, H, J</p> <p>Objectives:</p> <p>1. Synthesize geometric and organic shapes to create compositions.</p> <p>2. Experiment creating tints and shades.</p> <p>3. Distinguish between visual and tactile texture.</p> <p>4. Distinguish between and among foreground, middle ground and background.</p> <p>5. Create compositions that employ regular and irregular pattern.</p> <p>6. Create an edition of prints from a printing plate.</p> <p>7. Manipulate three dimensional materials to create sculpture.</p> <p>8. Reflect on and revise works of art.</p>	<p>1. Create a work of art using both geometric and organic shapes.</p> <p>2. Create tints and shades of colors to convey space in a composition.</p> <p>4. Alter the size of shapes to demonstrate space in a work of art.</p> <p>7. Manipulate 2-D materials to create a 3-D sculpture.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • Color <ul style="list-style-type: none"> • Tints • Shades • Texture <ul style="list-style-type: none"> • Visual • Tactile • Space <ul style="list-style-type: none"> • Foreground • Middle ground • Background • Pattern <ul style="list-style-type: none"> • Regular • Irregular <p>• Printmaking is done by creating a printing plate to which paint is applied and then multiple images are pulled.</p> <p>• Sculpture is made with materials that are used to create 3D form.</p> <p>• Clay is a three dimensional material that can be manipulated to create coils.</p> <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Create a print using a printing plate • Manipulate material to create a sculpture 	<ul style="list-style-type: none"> • Color <ul style="list-style-type: none"> • Tints • Shades • Texture <ul style="list-style-type: none"> • Visual • Tactile • Space <ul style="list-style-type: none"> • Foreground • Middle ground • Background • Pattern <ul style="list-style-type: none"> • Regular • Irregular • Printmaking <ul style="list-style-type: none"> • Printing plate • Brayer • Edition • Image • Pull a print • Sculpture • Coil 	<p>Learning Task:</p> <p>The teacher will revisit the concept of space (near and far). The teacher will identify space in a composition through the use of foreground, middle ground, and background. The students will be given many opportunities to illustrate foreground, middle ground, and background in a painting, drawing, and collage.</p> <p>Essential Questions:</p> <p>How do artists improve their skills and techniques?</p>
Materials and Resources:				
Brayers, paint, print plant, clay, paper				

2.2 Artists draw inspiration from past experiences.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
Standards: 9.1A, B, C, D, F, 9.3D Objectives: 1. Select a personal experience as a basis for a work of art. 2. Analyze a work of art and speculate what inspired the artist.	1.Create a work of art based on a personal experience. 2.Discuss their own inspiration and speculate others for a work of art.	Concepts (Know): <ul style="list-style-type: none">• Artists draw inspiration from everything they see, hear, touch, smell, and taste.• Artists draw inspiration from experiences that they have. Competencies (Do): <ul style="list-style-type: none">• Illustrate a story, experience or dream• Use a personal experience as a basis for a work of art (playing together, sharing toys, family outing, friendship)	<ul style="list-style-type: none">• Inspiration• The five senses• Illustrate• Experience	Learning Task: The teacher will share a variety of artwork asking students to speculate where the artists inspiration came from. Essential Questions: Where do artists get ideas for their art? How do experiences inspire an artist? How do artists use their senses as sources of inspiration?
Materials and Resources:				
paper, drawing tools, artists examples, internet resources				

2.3 People make art to communicate ideas about contemporary events.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1C,E,F, 9.3B,9.4D</p> <p>Objectives:</p> <p>1. Analyze a work of art to speculate about what the artist was attempting to communicate.</p> <p>2. Compare and contrast how 2 or more artists portrayed the same idea or event.</p> <p>3. Form an hypothesis about the message an artist is attempting to convey in a poster.</p>	<p>1.Suggest what contemporary event motivated the artist.</p> <p>2.Identify the differences between two different artists on the same contemporary event.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • Art is a form of communication. • Art can communicate ideas. • Artists use contemporary events for inspiration. (EX. Yellow Duck comes to Pittsburgh, Posters designed to sell a message or idea(bullying, red ribbon week, drug awareness)) • Posters are designed to sell an idea or a product. • Artists make choices based on what they want to convey <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Observe works of art and describe what you see. • Look at works of art and suggest what ideas about the event the artist is portraying. • Talk about how a work of art makes you feel 	<ul style="list-style-type: none"> • Communication • Contemporary • Event • Poster 	<p>Learning Task:</p> <p>Teacher will show students many examples of works of art that highlight a contemporary event. What do you see? What is happening in the work of art? Why do you think that is happening?</p> <p>Students will speculate what contemporary event the work is being communicated.</p> <p>Examples: the Rubber Duck visits Pgh, the Nina and the Pinta arrive at Point State Park, Crafton Celebrates, the Carnegie Blues Festival</p> <p>Essential Question:</p> <p>How do contemporary events influence artists choices about their art?</p>
Materials and Resources:				
Toulouse Lautrec, WW11 Posters examples, Warhol Posters				

2.4 Artists preserve culture by visually reporting customs and traditions.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.2A, B, D, 9.4D</p> <p>Objectives: 1. Observe works of art to speculate what tradition or custom the artist is depicting. 2. Reflect on personal customs and traditions.</p>	<p>1. Through class discussion, the students will reflect and share their own personal traditions and customs.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> Artists create work that documents the customs and traditions of the time and place in which they live. <p>Competencies (Do):</p> <ul style="list-style-type: none"> Observe a work of art to speculate regarding the custom and/or tradition depicted. Discuss why the artist recorded this custom or tradition. 	<ul style="list-style-type: none"> Tradition Custom Culture Documents 	<p>Learning Task: Using examples of Japanese artwork, the class will identify various customs and traditions within the work of art. (cherry blossom branches, the chop symbol, etc.)</p> <p>Essential Question: Why are customs and traditions used as subject matter for art?</p>
Materials and Resources:				
Examples of Aboriginal Art, Examples of Native American Art, Examples of Japanese Art				

2.5 There is a language of criticism people use when discussing the quality of a work of art.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
Standards: 9.3A, B, 9.4D Objectives: 1. Critique a work of art. 2. Distinguish the difference between positive and negative criticism. 3. Use appropriate vocabulary when critiquing a work of art.	1.View a work of art. 2.Share both negative and positive feedback about the work of art. 3.When critiquing, students will use appropriate vocabulary.	Concepts (Know): <ul style="list-style-type: none"> Artists create work that documents the customs and traditions of the time and place in which they live. Competencies (Do): <ul style="list-style-type: none"> Observe a work of art to speculate regarding the custom and/or tradition depicted. Discuss why the artist recorded this custom or tradition. 	<ul style="list-style-type: none"> Craftsmanship Critique Elements of art Principles of art 	Learning Task: The students will critique a work of art using appropriate vocabulary. The teacher will monitor and call attention to both positive and negative criticism. Essential Question: How do we determine the quality of a work of art?
Materials and Resources:				
computer, examples of art work				

2.6 People can have different opinions about the meaning of an artwork.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1C, 9.4B</p> <p>Objectives:</p> <p>1. Form opinions about the meaning of works of art.</p> <p>2. Use appropriate vocabulary when sharing opinions.</p> <p>3. Show respect for others who share their opinions.</p>	<p>1. Write and/or verbally share the opinion using correct vocabulary and sentence structure. (Reflection sheets)</p> <p>3. Teacher will monitor students' ability to:</p> <ul style="list-style-type: none"> • Take turns when presenting • Raising hand to speak • Looking at the speaker • Asking thoughtful questions 	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • People can have opinions about art. • People can have different opinions or the same opinion about the same work of art. • Opinions are personal and not right or wrong. • People can have different opinions about the meaning of a work of art. <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Form an opinion about the meaning of a work of art. • Discuss why you have that opinion • Show respect for the opinions of others. 	<ul style="list-style-type: none"> • Opinion • Respect • Meaning 	<p>Learning Task: Teacher will present the class with a work of art. Through discussion, we will hear the various opinions of the students. Opinions will vary.</p> <p>Essential Question: Why do people have different opinions about the meaning of the same work of art?</p>
Materials and Resources:				
computer, examples of artists work				