

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

Art

Grades 4 and 5

Date of Board Approval: **March 19, 2009**

Strand: 9.1 Performance and Exhibition	Subject Area: Art	Grades: 4 and 5
PA Academic Standards	Performance Indicators	Assessments
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Know and use primary colors to mix secondary colors • Produce mixed colors, also adding black and white to create observed colors. 	<ul style="list-style-type: none"> • Oral discussion of photos or artists work. • Skill demonstration. • Project completion. • Project evaluation.
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Know and use 3-dimensional geometric solids • Produce a work of art that utilizes cones, spheres, cubes, cylinder, rectangular prism, and pyramid 	<ul style="list-style-type: none"> • Oral discussion of artists work. • Skill demonstration. • Project completion. • Project evaluation.
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Know and demonstrate knowledge of scale and proportion to represent the human body. • Render a work of art that utilizes correct scale and proportion of the human body. 	<ul style="list-style-type: none"> • Oral discussion of artists work. • Skill demonstration. • Project completion. • Project evaluation.
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Know and recognize proportion to understand the placement of facial features • Render a work of art with correct proportion and facial features 	<ul style="list-style-type: none"> • Oral discussion of artists work. • Skill demonstration. • Project completion. • Project evaluation.
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Render a two-dimensional work of art utilizing line, rhythm and color 	<ul style="list-style-type: none"> • Skill demonstration • Project completion • Project evaluation

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A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> ● Render a three-dimensional work of art utilizing form, shape, and emphasis 	<ul style="list-style-type: none"> ● Skill demonstration ● Project completion ● Project evaluation
C. Know and use fundamental vocabulary within each of the arts forms.	<ul style="list-style-type: none"> ● Identify and use line, rhythm, and color ● Identify different values and use shading in a work of art. 	<ul style="list-style-type: none"> ● Oral discussion and presentation. ● Skill demonstration ● Project completion ● Project evaluation
C. Know and use fundamental vocabulary within each of the arts forms.	<ul style="list-style-type: none"> ● Identify and use primary and secondary colors ● Identify and use color tints and shades in a work of art. 	<ul style="list-style-type: none"> ● Oral discussion and presentation. ● Skill demonstration ● Project completion ● Project evaluation
C. Know and use fundamental vocabulary within each of the arts forms.	<ul style="list-style-type: none"> ● Identify and construct 3-dimensional art utilizing form and emphasis. ● Identify and use concepts of simple perspective. 	<ul style="list-style-type: none"> ● Oral discussion and presentation. ● Skill demonstration ● Project completion ● Project evaluation
C. Know and use fundamental vocabulary within each of the arts forms.	<ul style="list-style-type: none"> ● Identify and use concepts of simple perspective. ● Identify and use symbols in a work of art. 	<ul style="list-style-type: none"> ● Oral discussion and presentation. ● Skill demonstration ● Project completion ● Project evaluation

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C. Know and use fundamental vocabulary within each of the arts forms.	<ul style="list-style-type: none"> ● Identify and use vocabulary related to clay construction techniques ● Identify and use vocabulary related to folk arts and crafts. 	<ul style="list-style-type: none"> ● Class discussion/participation ● Teacher observation/evaluation
C. Know and use fundamental vocabulary within each of the arts forms.	<ul style="list-style-type: none"> ● Identify and use vocabulary related to 20th century art (ie; pop art, abstract art, op art, etc.). 	<ul style="list-style-type: none"> ● Class discussion/participation ● Teacher observation/evaluation
C. Know and use fundamental vocabulary within each of the arts forms.	<ul style="list-style-type: none"> ● Identify and use vocabulary related to fiber arts. 	<ul style="list-style-type: none"> ● Class discussion/participation ● Teacher observation/evaluation
D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work.	<ul style="list-style-type: none"> ● View various works of art by PA artists and discuss characteristics that make the artists work unique. ● Create a work of art using the style of a PA artist. 	<ul style="list-style-type: none"> ● Oral discussion and presentation. ● Project completion
D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work.	<ul style="list-style-type: none"> ● View examples of folk art. ● Create a work of art using a concept of folk art. 	<ul style="list-style-type: none"> ● Oral discussion and presentation. ● Project completion

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D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work.	<ul style="list-style-type: none"> View various works of art by Andy Warhol and discuss characteristics that make the artists work unique. Create a work of art using the style of Warhol 	<ul style="list-style-type: none"> Oral discussion and presentation. Project completion 	
D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work.	<ul style="list-style-type: none"> View examples of 20th century artists. Create a work of art using a concept of 20th century art 	<ul style="list-style-type: none"> Oral discussion and presentation. Project completion 	
E. Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.	<ul style="list-style-type: none"> Know that artists use color to convey meaning. (ie; abstract art, pop art, etc.) Render an abstract work of art using color to convey meaning. 	<ul style="list-style-type: none"> Oral discussion and presentation. Skill demonstration Project completion Project evaluation 	
E. Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.	<ul style="list-style-type: none"> Render a 2-D work of art utilizing line, rhythm, color and/or value, that expresses a simple feeling. 	<ul style="list-style-type: none"> Oral discussion and presentation. Skill demonstration Project completion Project evaluation 	
E. Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.	<ul style="list-style-type: none"> Render a 3-D work of art utilizing form, shape and emphasis, that illustrates an action and/or defines an object (ie: 3-D human figure, Pop Art food, etc.) 	<ul style="list-style-type: none"> Oral discussion and presentation. Skill demonstration Project completion Project evaluation 	

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E. Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.	<ul style="list-style-type: none"> Render a work of art that reflects folk artists use of symbols. 	<ul style="list-style-type: none"> Oral discussion and presentation. Skill demonstration Project completion Project evaluation 	
F. Describe works of others through a performance or exhibition in two art forms.	<ul style="list-style-type: none"> Produce a work of art that is inspired by a PA artist and uses elements and principles of design in a similar way. 	<ul style="list-style-type: none"> Oral discussion of artists work. Skill demonstration. Project completion. Project evaluation. 	
F. Describe works of others through a performance or exhibition in two art forms.	<ul style="list-style-type: none"> Produce a work of art that is inspired by folk art and uses elements and principles of design in a similar way. 	<ul style="list-style-type: none"> Oral discussion of artists work. Skill demonstration. Project completion. Project evaluation. 	
F. Describe works of others through a performance or exhibition in two art forms.	<ul style="list-style-type: none"> Produce a work of art that is inspired by twentieth century art and uses elements and principles of design in a similar way. 	<ul style="list-style-type: none"> Oral discussion of artists work. Skill demonstration. Project completion. Project evaluation. 	
G. Identify the function and benefits of rehearsals and practice sessions.	<ul style="list-style-type: none"> Render a series of art works that increase in complexity of concepts. Render a series of art works that increase in complexity of techniques. 	<ul style="list-style-type: none"> Oral discussion of student work (critique). Skill demonstration. Project completion. Project evaluation. 	

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H. Use and maintain materials, equipment and tools safely at work and performance spaces.	<ul style="list-style-type: none"> • Demonstrate knowledge of appropriate use, application, cleaning and storage of art materials. 	<ul style="list-style-type: none"> • Skill demonstration use • Teacher evaluation. 	
I. Describe arts events that take place in schools and in communities.	<ul style="list-style-type: none"> • Participate in a student art exhibit that takes place in the building, district or community. • Participate in a field trip to a local art gallery or art exhibit. 	<ul style="list-style-type: none"> • Student participation • Teacher observation/evaluation • Gallery activity or graphic organizer used to describe works of art in the exhibition. 	
I. Describe arts events that take place in schools and in communities.	<ul style="list-style-type: none"> • Describe and/or discuss an art event that has taken place in the community. 	<ul style="list-style-type: none"> • Student participation • Written or oral critique of a community art event, exhibit or work of art. 	
J. Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.	<ul style="list-style-type: none"> • Demonstrate use of elements and principles of design in art images using contemporary technologies such as the computer, internet, and/or SmartBoard. 	<ul style="list-style-type: none"> • Teach observation • Skill demonstration. • Project completion. • Project evaluation. 	
J. Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.	<ul style="list-style-type: none"> • Demonstrate appropriate use of traditional art materials (ie; pencil, marker, crayon, paint, scissors, clay, etc.) 	<ul style="list-style-type: none"> • Teacher observation • Skill demonstration. • Project completion. • Project evaluation. 	

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<p>K. Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.</p>	<ul style="list-style-type: none"> • Collect images or information for drawings or discussion of artists through contemporary technologies such as the internet and/or traditional technologies (e.g., library and photos). 	<ul style="list-style-type: none"> • Teacher observation • Skill demonstration. • Project completion. • Project evaluation

Strand: 9.2 Historical and Cultural Contexts.		Subject Area: Art	Grades: 4 and 5
PA Academic Standards	Performance Indicators	Assessments	
A. Explain the historical, cultural and social context of an individual work in the arts.	<ul style="list-style-type: none"> • Read about the art of some Pennsylvania artists. • Explain the historical context of the work. 	<ul style="list-style-type: none"> • Class discussion/participation. • Students write about the art. 	
A. Explain the historical, cultural and social context of an individual work in the arts.	<ul style="list-style-type: none"> • Read about the art of some 20th century artists. • Explain the historical context of the work. 	<ul style="list-style-type: none"> • Class discussion/participation. • Students write about the art. 	
A. Explain the historical, cultural and social context of an individual work in the arts.	<ul style="list-style-type: none"> • Read about some folk artists in PA and other regions. • Explain the historical context of the work. 	<ul style="list-style-type: none"> • Class discussion/participation. • Students write about the art. 	
B. Relate works in the arts chronologically to historical events.	<ul style="list-style-type: none"> • Recognize several works of art discussed in class and place them in the order they were made. • Explain the chronological choices made. 	<ul style="list-style-type: none"> • Class discussion/participation. • Students write about the art. 	
C. Relate works in the arts to varying styles and genre and to the periods in which they were created.	<ul style="list-style-type: none"> • Compare and contrast German Folk artists with folk artists from other regions. • Compare and contrast three or more works of folk art. 	<ul style="list-style-type: none"> • Class discussion/participation. • Teacher observation/evaluation 	

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C. Relate works in the arts to varying styles and genre and to the periods in which they were created.	<ul style="list-style-type: none"> • Compare and contrast Andy Warhol’s work with popular icons of the 20th century. • Compare and contrast three or more pieces of 20th century art. 	<ul style="list-style-type: none"> • Class discussion/participation. • Teacher observation/evaluation 	
D. Analyze a work of art from its historical and cultural perspective.	<ul style="list-style-type: none"> • Compare and contrast the work of two or more PA artists and discuss the period in which they worked. • Identify signs and symbols used in the art of PA folk artists. 	<ul style="list-style-type: none"> • Class discussion/participation. • Teacher observation/evaluation 	
D. Analyze a work of art from its historical and cultural perspective.	<ul style="list-style-type: none"> • Compare and contrast Warhol’s work with other mass-produced popular iconic images of the 20th century. 	<ul style="list-style-type: none"> • Class discussion/participation. • Teacher observation/evaluation 	
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.	<ul style="list-style-type: none"> • Analyze how utility influenced design and materials in folk art. • Analyze how industrial process inspired different kinds of art techniques (ie; silkscreen). 	<ul style="list-style-type: none"> • Class discussion/participation • Teacher observation/evaluation 	
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.	<ul style="list-style-type: none"> • Recognize and use appropriate vocabulary related to historical works of art and architecture studied in class. 	<ul style="list-style-type: none"> • Class discussion/participation. • Students write about the art. • Teacher observation/evaluation 	

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G. Relate works in the arts to geographic regions.	<ul style="list-style-type: none"> Recognize and identify distinguishing characteristics of PA German Folk Art and some other regional folk arts. 	<ul style="list-style-type: none"> Class discussion/participation. Students write about the art. Teacher observation/evaluation 	
G. Relate works in the arts to geographic regions.	<ul style="list-style-type: none"> Recognize and identify distinguishing characteristics of 20th century art Identify some art ideas that were influenced by the environment and urban centers. 	<ul style="list-style-type: none"> Class discussion/participation. Students write about the art. Teacher observation/evaluation 	
H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.	<ul style="list-style-type: none"> Identify the work of a Pennsylvania artist 	<ul style="list-style-type: none"> Class discussion/participation. Teacher observation/evaluation 	
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts.	<ul style="list-style-type: none"> Identify and discuss symbols used by folk artists to represent culturally shared beliefs. 	<ul style="list-style-type: none"> Class discussion/participation. Teacher observation/evaluation 	
J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.	<ul style="list-style-type: none"> Identify and discuss themes found in artworks made by PA artists. 	<ul style="list-style-type: none"> Class discussion/participation. Students write about the art. Teacher observation/evaluation 	

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K. Identify, explain and analyze traditions as they relate to works in the arts.	<ul style="list-style-type: none"> Identify how religious, secular, and/or cultural needs become a standard component of some art forms and eventually a tradition. 	<ul style="list-style-type: none"> Class discussion/participation. Students write about the art. Teacher observation/evaluation 	
L. Identify, explain and analyze common themes, forms, and techniques from works in the arts.	<ul style="list-style-type: none"> Compare and contrast folk art with folk art from other regions and/or works of fine arts and discuss common themes, forms and techniques. 	<ul style="list-style-type: none"> Class discussion/participation. Students write about the art. Teacher observation/evaluation 	

Strand: 9.3 Critical Response		Subject Area: Art	Grades: 4 and 5
PA Academic Standards	Performance Indicators	Assessments	
A. Identify critical processes used in the examination or works in the arts and humanities.	<ul style="list-style-type: none"> • Compare, contrast selected works of art. • Discuss and/or write about art based on observations and study of an artist or work of art. 	<ul style="list-style-type: none"> • Class discussion/participation. • Students write about the art. • Teacher observation/evaluation 	
B. Identify critical processes in the examination of works in the arts and humanities.	<ul style="list-style-type: none"> • Discuss and/or write about art using appropriate elements and principles of design. • Critique a professional work of art or of students own art. 	<ul style="list-style-type: none"> • Class discussion/participation. • Students write about the art.(critique) • Teacher observation/evaluation 	
C. Classify works in the arts by forms in which they are found.	<ul style="list-style-type: none"> • Categorize works of art based upon the materials used to create them. 	<ul style="list-style-type: none"> • Class discussion/participation. • Teacher observation/evaluation 	
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.	<ul style="list-style-type: none"> • Recognize some works of art by PA artists and folk artists based on how the artist/s used images/symbols, art elements & principles in the work. 	<ul style="list-style-type: none"> • Class discussion/participation. • Students write about the art. • Teacher observation/evaluation 	
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.	<ul style="list-style-type: none"> • Recognize some works of art by Warhol and other 20th Century artists based on how the artist/s used images/symbols, art elements & principles in the work. 	<ul style="list-style-type: none"> • Class discussion/participation. • Students write about the art. • Teacher observation/evaluation 	

Strand: 9.3 Critical Response		Subject Area: Art	Grades: 4 and 5
PA Academic Standards	Performance Indicators	Assessments	
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.	<ul style="list-style-type: none"> • Explain possible meanings of art based on how the artist/s used art elements, principles and images/symbols in the work. 	<ul style="list-style-type: none"> • Class discussion/participation. • Students write about the art. • Teacher observation/evaluation 	
E. Describe and use types of critical analysis in the arts and humanities.	<ul style="list-style-type: none"> • Recognize the style of a work of art by analyzing the subject, images/symbols, materials and details of the work. 	<ul style="list-style-type: none"> • Class discussion • Oral response 	
F. Know how to recognize the process of criticism in identifying and analyzing characteristics among works in the arts.	<ul style="list-style-type: none"> • Recognize art elements, symbols and themes found in PA folk artists work. 	<ul style="list-style-type: none"> • Class discussion/participation. • Students write about the art. • Teacher observation/evaluation 	
F. Know how to recognize the process of criticism in identifying and analyzing characteristics among works in the arts.	<ul style="list-style-type: none"> • Recognize art elements, symbols and themes found in 20th century art and architecture, including the work of PA artist, Andy Warhol. 	<ul style="list-style-type: none"> • Class discussion/participation. • Students write about the art. • Teacher observation/evaluation 	
G. Describe a critic's position or opinion about selected works in the arts and humanities.	<ul style="list-style-type: none"> • Read and discuss a critic's position on a 20th century work of art. 	<ul style="list-style-type: none"> • Class discussion • Oral response 	

Strand: 9.4 Aesthetic Response		Subject Area: Art	Grades: 4 & 5
PA Academic Standards	Performance Indicators	Assessments	
A. Identify uses or expressive symbols that show philosophical meanings in works in the arts and humanities	<ul style="list-style-type: none"> Discuss the sources of images and symbols used in Andy Warhol’s art and analyze ideas and/or themes he was challenging the viewer to think about. 	<ul style="list-style-type: none"> Class discussion/participation. Teacher observation/evaluation 	
B. Investigate and communicate multiple philosophical views about works in the arts.	<ul style="list-style-type: none"> Explain the meaning of a work of art based on observable elements & principles of design. 	<ul style="list-style-type: none"> Class discussion/participation. Teacher observation/evaluation 	
B. Investigate and communicate multiple philosophical views about works in the arts.	<ul style="list-style-type: none"> Explain the meaning of a work of art based on knowledge about the artist, history about the artist’s time or known information about the art. 	<ul style="list-style-type: none"> Class discussion/participation. Teacher observation/evaluation 	
C. Identify the attributes of various audiences’ environments as they influence individual aesthetic response.	<ul style="list-style-type: none"> Explain how a work of art seen on a computer can be completely different when seen in a museum or an environment for which it was designed (ie; church, hillside, etc.) 	<ul style="list-style-type: none"> Class discussion/participation. Class trip to a gallery, etc. 	
D. Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist’s philosophy within a work in the arts and humanities.	<ul style="list-style-type: none"> Explain the meaning of a work of art based on knowledge about the artist and the times in which the artist lived. 	<ul style="list-style-type: none"> Class discussion/participation. Teacher observation/evaluation 	

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)