

**WEST ALLEGHENY
SCHOOL DISTRICT**

**VISUAL ARTS
CURRICULUM
K-12**



2009

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THE FOLLOWING INDIVIDUALS SERVED ON THE VISUAL ARTS CURRICULUM COMMITTEE THROUGHOUT 2008-09 TO UPDATE THE CURRICULUM APPROVED AND ADOPTED IN SEPTEMBER 2004. THEIR PARTICIPATION IN AND SUPPORT OF THE VISUAL ARTS PROJECT GREATLY ENHANCED THE CURRICULUM WRITING PROCESS.

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West Allegheny School District VISUAL ARTS CURRICULUM

TABLE OF CONTENTS

OVERVIEW.....	10
PHILOSOPHY	11
STRANDS & SUB-STRANDS.....	13
ELEMENTARY LEVEL	14
Standards/Course Information	15
KINDERGARTEN	17
Skills/Concepts Addressed.....	18
1. ELEMENTS OF ART	
Line	19
Shape.....	20
Value.....	21
Form.....	22
Texture	23
Space.....	24
Color.....	25
2. PRINCIPLES OF DESIGN	
Contrast.....	26
Movement	27
Emphasis.....	28
Balance.....	29
Unity	30
Rhythm.....	31
Proportion.. ..	32
3. ART HISTORY	33
4. CRITICISM	35
5. AESTHETICS.....	37
FIRST GRADE	38
Skills/Concepts Addressed.....	39
1. ELEMENTS OF ART	
Line	40
Shape.....	41
Value	42
Form.....	43
Texture	44
Space.....	45
Color.....	46

2. PRINCIPLES OF DESIGN	
Contrast.....	47
Movement.....	48
Emphasis.....	49
Balance.....	50
Unity.....	51
Rhythm.....	52
Proportion..	53
3. ART HISTORY	54
4. CRITICISM	56
5. AESTHETICS.....	58
SECOND GRADE	59
Skills/Concepts Addressed.....	60
1. ELEMENTS OF ART	
Line.....	61
Shape.....	63
Value.....	65
Form.....	66
Texture	67
Space.....	68
Color.....	69
2. PRINCIPLES OF DESIGN	
Contrast.....	70
Movement.....	71
Emphasis.....	72
Balance.....	73
Unity.....	74
Rhythm.....	75
Proportion..	76
3. ART HISTORY	77
4. CRITICISM	79
5. AESTHETICS.....	81
THIRD GRADE	82
Skills/Concepts Addressed.....	83
1. ELEMENTS OF ART	
Line.....	84
Shape.....	85
Value.....	86
Form.....	87
Texture	88
Space.....	90
Color.....	91
2. PRINCIPLES OF DESIGN	
Contrast.....	92
Movement.....	93
Emphasis.....	94
Balance.....	95
Unity.....	96

Rhythm.....	97
Proportion..	98
3. ART HISTORY	99
4. CRITICISM	101
5. AESTHETICS.....	103
FOURTH GRADE	105
Skills/Concepts Addressed.....	106
1. ELEMENTS OF ART	
Line	107
Shape.....	109
Value	110
Form.....	112
Texture	113
Space.....	114
Color.....	115
2. PRINCIPLES OF DESIGN	
Contrast.....	116
Movement	117
Emphasis.....	118
Balance.....	119
Unity	120
Rhythm.....	121
Proportion..	122
3. ART HISTORY	123
4. CRITICISM	125
5. AESTHETICS.....	127
FIFTH GRADE	128
Skills/Concepts Addressed.....	129
1. ELEMENTS OF ART	
Line	130
Shape.....	132
Value	133
Form.....	134
Texture	135
Space.....	136
Color.....	137
2. PRINCIPLES OF DESIGN	
Contrast.....	138
Movement	139
Emphasis.....	140
Balance.....	141
Unity	142
Rhythm.....	143
Proportion..	144
3. ART HISTORY	145
4. CRITICISM	147
5. AESTHETICS.....	149

ELEMENTARY ADAPTIVE ART (K-5)	151
Skills/Concepts Addressed.....	152
Objectives	153
 MIDDLE SCHOOL LEVEL	156
Standards/Course Information	157
 SIXTH GRADE	159
Skills/Concepts Addressed.....	160
1. ELEMENTS OF ART	
Line	161
Shape.....	162
Value	163
Form.....	164
Texture	165
Space.....	166
Color.....	167
2. PRINCIPLES OF DESIGN	
Contrast.....	169
Movement	170
Emphasis.....	171
Balance.....	172
Unity	173
Rhythm.....	174
Proportion.. ..	175
3. ART HISTORY	176
4. CRITICISM	178
5. AESTHETICS.....	181
 SEVENTH GRADE	183
Skills/Concepts Addressed.....	184
1. ELEMENTS OF ART	
Line	185
Shape.....	187
Value	188
Form.....	189
Texture	190
Space.....	191
Color.....	193
2. PRINCIPLES OF DESIGN	
Contrast.....	194
Movement	195
Emphasis.....	196
Balance.....	197
Unity	198
Rhythm.....	199
Proportion.. ..	200
3. ART HISTORY	201
4. CRITICISM	203
5. AESTHETICS.....	206

EIGHTH GRADE	209
Skills/Concepts Addressed.....	210
1. ELEMENTS OF ART	
Line	211
Shape.....	212
Value	213
Form.....	214
Texture	215
Space.....	216
Color.....	217
2. PRINCIPLES OF DESIGN	
Contrast.....	218
Movement	219
Emphasis.....	220
Balance.....	221
Unity	222
Rhythm.....	223
Proportion.. ..	224
3. ART HISTORY	225
4. CRITICISM	227
5. AESTHETICS.....	230
 HIGH SCHOOL LEVEL	 233
Standards/Course Information	234
 ART I	 237
Skills/Concepts Addressed.....	238
1. ELEMENTS OF ART	
Line	239
Shape.....	241
Value	242
Form.....	243
Texture	244
Space.....	245
Color.....	246
2. PRINCIPLES OF DESIGN	
Contrast.....	247
Movement	248
Emphasis.....	249
Balance.....	250
Unity	251
Rhythm.....	252
Proportion.. ..	253
3. ART HISTORY	254
4. CRITICISM	256
5. AESTHETICS.....	259
 ART II	 262
Skills/Concepts Addressed.....	263

1. ELEMENTS OF ART	
Line	265
Shape.....	266
Value.....	267
Form.....	268
Texture	269
Space.....	270
Color.....	271
2. PRINCIPLES OF DESIGN	
Contrast.....	272
Movement	273
Emphasis.....	274
Balance.....	275
Unity	277
Rhythm.....	278
Proportion.. ..	279
3. ART HISTORY	280
4. CRITICISM	282
5. AESTHETICS.....	285
ART III.....	288
Skills/Concepts Addressed.....	289
1. ELEMENTS OF ART	
Line	291
Shape.....	292
Value.....	093
Form.....	294
Texture	295
Space.....	296
Color.....	297
2. PRINCIPLES OF DESIGN	
Contrast.....	298
Movement	299
Emphasis.....	300
Balance.....	301
Unity	302
Rhythm.....	303
Proportion.. ..	304
3. ART HISTORY	305
4. CRITICISM	307
5. AESTHETICS.....	310
ART IV.....	313
Skills/Concepts Addressed.....	314
1. ELEMENTS OF ART	
Line	316
Shape.....	317
Value.....	318
Form.....	319
Texture	320

Space.....	321
Color.....	322
2. PRINCIPLES OF DESIGN	
Contrast.....	323
Movement.....	324
Emphasis.....	325
Balance.....	326
Unity.....	327
Rhythm.....	328
Proportion..	329
3. ART HISTORY	330
4. CRITICISM	332
5. AESTHETICS.....	335
AP STUDIO ART DRAWING	339
Skills/Concepts Addressed.....	340
1. ELEMENTS OF ART	
Line.....	342
Shape.....	343
Value.....	344
Form.....	345
Texture.....	346
Space.....	347
Color.....	348
2. PRINCIPLES OF DESIGN	
Contrast.....	349
Movement.....	350
Emphasis.....	351
Balance.....	352
Unity.....	353
Rhythm.....	354
Proportion..	355
3. ART HISTORY	356
4. CRITICISM	358
5. AESTHETICS.....	361
APPENDIX	365
1. Art Watch: WA Treasure Chest of Art History	366
2. Art History Timeline.....	367
3. Grid: Art History Addressed in Curriculum	369

West Allegheny Visual Arts Curriculum OVERVIEW

The curriculum for Visual Arts in the West Allegheny School District was last formally revised in 2004. This update presents a curriculum that reflects fundamental, consensus beliefs of the visual arts faculty, including:

- Aligning with the *National Standards for Arts Education* (1994) and the *PA Standards for the Arts and Humanities* (2003)
- Developing a comprehensive, rigorous, academic visual arts curriculum that emphasizes production concepts and skills while strongly incorporating historical and cultural contexts, criticism and aesthetics, along with applying creative problem-solving and critical thinking abilities
- Focusing on the deeply intrinsic values of visual arts education as a core academic subject, a discreet discipline in and of itself.
- Incorporating interdisciplinary components labeled throughout the document

We believe that this curriculum should be best approached as an ongoing work in progress, a 'living and breathing document' rather than an archival reference tome. Each art teacher will have one copy on the shelf as a reference and another on her desk as both a readily available tool to guide lesson planning and as a working copy to update and expand throughout each school year.

West Allegheny Visual Arts Curriculum

PHILOSOPHY

The West Allegheny Visual Arts Curriculum reflects the philosophical orientation and instructional recommendations advocated by the National Art Education Association (NAEA) and the PA Art Education Association (PAEA) and is aligned with the most current *National Standards for Arts Education* and the *PA Academic Standards for Arts & Humanities*.

A student enrolled in Visual Arts in kindergarten through high school will have the opportunity to develop a comprehensive visual arts background through the academic study of and active participation in art. Art is an active form of doing and knowing, a means of expression and communication that celebrates the human spirit. Art can be used to explore, question, define and develop a sense of self. Arts education provides the opportunity for students to learn to visually express a vast range of feelings, ideas and emotions, conveying what cannot be expressed in any other form of representation. Art education is a unifying force that embraces interdisciplinary connections. However, while the visual arts are interconnected with all disciplines, it is a discreet discipline in and of itself. Learning art is both sequential and substantive. Study of the visual arts benefits the whole child, developing many kinds of literacy, creativity and intelligences while merging reasoning, imagination and dexterity into unique forms of self-expression and communication. The visual arts connect person and experience, verbal to nonverbal, logical to emotional, all resulting in maximizing comprehension and a deeper understanding of the whole. Students must also be made aware of and sensitized to past and present cultures--- both their own and from throughout the world---- to learn tolerance, appreciate diversity, and gain understanding of the human experience past and present as well as of themselves.

Visual arts concepts must be learned through a multi-modal teaching process that directs the content at the cognitive, kinesthetic and affective domains to develop aesthetic perception, sensitivity and response. Art education helps students learn to make informed, conscious aesthetic judgments and decisions. The higher the level of visual arts concepts and skills developed by the student, the more intense and comprehensive the artistic experience. Art instruction also exercises linguistic, logical-mathematical and spatial modes of learning as its hands-on experiences reinforce ordering and retaining knowledge and higher-order thinking skills while applying both concrete and abstract concepts. Art education also fosters creativity and original thinking. In a world of emerging technologies, technology infused throughout the art program provides students with opportunities to understand and use electronic media. Exhibition of the finished product remains a key component of the total educational experience.

Research continues to illuminate additional benefits of visual arts study, including increased standardized test scores and brain development while enhancing and reinforcing knowledge gained in other subjects. The creation of art is a discipline involving a structured creative process that readily facilitates the development of life skills such as organization, planning, goal setting, research, idea formation, observational skills, focus, assertiveness, linear and non-linear problem solving skills, original thinking, and carrying an idea through to a finished product. The visual arts stimulate behaviors of sustained engagement, self-discipline, responsibility, persistence and perseverance as well as the collaborative spirit. Developing these tangibles and intangibles will contribute to life-long success in the classroom and the workplace.

Visual arts study is an essential part of every school curriculum as a core academic subject taught by certified art educators. The arts are at the core of human existence, therefore are central to education and an integral part of a student's complete education. All children are artists; children of all levels of artistic ability benefit from art education. Art education must be inclusive and accessible to every child. Each student must have the opportunity to participate in a visual arts program that reflects the continuing advances in art education while maintaining a collaborative involvement with the West Allegheny community. Students who desire a career in art or art-related professions must be provided with a current, rigorous, viable and valid art program through which they can develop their abilities. The vision, design and implementation of the Visual Arts curriculum provide comprehensive experiences for West Allegheny students that foster a lifetime association with art as an adult who produces art at home, who attends museums and gallery exhibits, who is a discriminating viewer of a variety of art, and who is an arts advocate and an informed, aware voice of support for the value of arts education.

West Allegheny Visual Arts Curriculum

STRANDS & SUB-STRANDS

I. ELEMENTS OF ART

- A. Line
- B. Shape
- C. Value
- D. Form
- E. Texture
- F. Space
- G. Color

II. PRINCIPLES OF DESIGN

- A. Contrast
- B. Movement
- C. Emphasis
- D. Balance
- E. Unity
- F. Rhythm
- G. Proportion

III. ART HISTORY

IV. CRITICISM

V. AESTHETICS

**WEST ALLEGHENY
SCHOOL DISTRICT**

**ELEMENTARY VISUAL
ARTS CURRICULUM
K-5**



WEST ALLEGHENY SCHOOL DISTRICT

Subject: VISUAL ARTS

Grade Level: ELEMENTARY – GRADES K-5



ACADEMIC STANDARDS FOR VISUAL ARTS

ACADEMIC STANDARDS:

Pennsylvania Academic Standards for Arts & Humanities

9.1 Production, Performance & Exhibition of Dance, Music, Theatre & Visual Arts

- A. Elements & Principles in each Art Form
- B. Demonstration of Dance, Music, Theatre & Visual Arts
- C. Vocabulary within each Art Form
- D. Styles in Production, Performance & Exhibition
- F. Historical & Cultural Production, Performance & Exhibition
- G. Function & Analysis of Rehearsals & Practice Sessions
- H. Safety Issues in the Arts
- I. Community Performances & Exhibitions
- J. Technologies in the Arts
- K. Technologies in the Humanities

9.2 Historical & Cultural Contexts

- A. Context of works in the Arts
- B. Chronology of works in the Arts
- C. Styles & Genres in the Arts
- D. Historical & Cultural Perspectives
- E. Historical & Cultural Impact on works in the Arts
- F. Vocabulary for Historical & Cultural Contexts
- G. Geographic Regions in the Arts
- H. PA Artists
- I. Philosophical Context of works in the Arts
- J. Historical Differences of works in the Arts
- K. Traditions within works in the Arts
- L. Common Themes in works in the Arts

9.3 Critical Response

- A. Critical Processes
- B. Define Criteria
- C. Classifications
- D. Vocabulary for Criticism
- E. Types of Analysis
- F. Compare Meanings
- G. Critics in the Arts

9.4 Aesthetic Response

- A. Philosophical Studies
- B. Aesthetic Interpretation
- C. Environmental Influences
- D. Artistic Choices

National Standards for Arts Education: VISUAL ARTS

1. Understanding and applying media, techniques and processes.
2. Using knowledge of structures and functions.
3. Choosing and evaluating a range of subject matter, symbols and ideas.
4. Understanding the visual arts in relation to history and culture.
5. Reacting upon and assessing the characteristics and merits of their work and the work of others.
6. Making connections between the visual arts and other disciplines.

COURSE DESCRIPTION:

A student enrolled in Visual Arts in kindergarten through fifth grade will have the opportunity to develop a comprehensive art background through academic study and active participation. Emphasis is placed upon developing concepts and production skills, creativity, informed criticism techniques, aesthetic perception and response, original thinking, problem-solving strategies, and an appreciation of historical and cultural contexts. Exhibition is also stressed, both throughout the building and at the annual art fairs.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

No Textbook
Supplemental Teacher-Selected Materials

ASSESSMENTS:

Teacher Observation
Other Formative Assessments
In-Class Performance
Participation

TECHNOLOGY USED:

Computers
Scanners
SmartBoard
Digital Cameras
Teacher-Selected Software, including:
 Microsoft Paint
 Photoshop
 KidPix

**WEST ALLEGHENY SCHOOL DISTRICT
VISUAL ARTS CURRICULUM**

KINDERGARTEN



Visual Arts Skills/Concepts Addressed in Each Grade Level/Course	
Strand	ELEMENTARY - KINDERGARTEN
	The following skills/concepts will be covered throughout the year.
Elements of Art	Create artwork reflecting specific objectives within the <i>Elements of Art</i> , including: <ol style="list-style-type: none"> 1. LINE. Identify and draw types of lines, straight/curved, thin/thick, zigzag, dotted, wavy or free form. Use templates to draw contour lines. Close lines to create basic shapes. 2. SHAPE. Identify and draw basic 2-D shapes, including square, triangle, rectangle and circle. Use scissors properly. 4. FORM. Manipulate clay to create 3-D forms. 5. TEXTURE. Identify texture as the surface quality of an object, ‘the way it feels’. 6. SPACE. Identify the basic components of 2-D and 3-D space within the work area for art and within the environment 7. COLOR. Identify specific colors and blended/overlapped colors. Use and store materials properly.
Principles of Design	Create artwork reflecting specific objectives within the <i>Principles of Design</i> , including: <ol style="list-style-type: none"> 1. CONTRAST. Identify contrast in color, shape and size. B. MOVEMENT. Identify visual movement. 3. EMPHASIS. Identify emphasis as an area of dominance or focus, or object of importance to which the viewer’s eye is drawn. 7. PROPORTION. Identify proportion as the relationship between one part to another in terms of size, placement and/or amount (quantity and surface coverage).
Art History	<ul style="list-style-type: none"> • Identify historically significant artists or styles, masterpieces, periods and focus points: Van Gogh <i>A Starry Night</i>; Mondrian & Pop Art • Identify significant multicultural art: Russian nesting dolls
Criticism	<ul style="list-style-type: none"> • Use appropriate vocabulary and prescribed criteria in applying <i>Elements of Art</i> and <i>Principles of Design</i> to analyze selected student artwork (their own and others) and masterpieces to determine how the objectives of the lesson have been met with regard to technique, process and craftsmanship. • Use appropriate vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works of art. • Use appropriate vocabulary and prescribed criteria to compare how ideas and concepts are communicated through visual art as expressed in other art forms and academic disciplines. • Nurture creativity and develop the creative process • Develop a positive feeling toward what has been created by self and others.
Aesthetics	<ul style="list-style-type: none"> • Describe the meaning or purpose of his or her artwork. • Describe his or her feelings as a personal response to viewing selected artwork, using appropriate art vocabulary. • Recognize the artwork of others as important.

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: KINDERGARTEN	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 1. LINE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT LINE	<i>The student will:</i> 1. Name and draw types of line: straight/curved, thin/thick, zigzag, dotted, wavy or free form. RESOURCES: Mondrian, Van Gogh - <i>A Starry Night</i> INTERDISCIPLINARY – MATH	9.1ABC	1, 2, 6		
	2. Identify types of line in selected artwork and the environment.	9.1AC	2		
• TOOLS	3. Use templates to draw contour lines. INTERDISCIPLINARY – MATH	9.1ABC	1, 2, 6		
• USING LINE	4. Create artwork emphasizing mark making as lines made by different media and tools. (I.e. using paint, crayon, marker, clay coils)	9.1ABC	1, 2		
	5. Close lines to create basic shapes, including circles, triangles, squares and rectangles. INTERDISCIPLINARY – MATH	9.1ABC	1, 2, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: KINDERGARTEN	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 2. SHAPE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT SHAPE	<i>The student will:</i> 1. Name basic 2-D shapes, including square, triangle, rectangle and circle. RESOURCES: Mondrian INTERDISCIPLINARY – MATH	9.1AC	2, 6		
	2. Identify basic 2-D shapes in selected artwork and in the environment. INTERDISCIPLINARY – MATH	9.1AC	2, 6		
	3. Reproduce basic 2-D shapes by tracing. INTERDISCIPLINARY – MATH	9.1ABC	1, 2, 6		
• TOOLS	4. Use scissors properly to cut paper.	9.BH	1		
• USING SHAPE	5. Create artwork using basic 2-D shapes. INTERDISCIPLINARY – MATH	9.1ABC	1, 2, 3, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: KINDERGARTEN
STRAND: I. ELEMENTS OF ART	SUBSTRAND: 3. VALUE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<i>The student will:</i> NONE				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: KINDERGARTEN
STRAND: I. ELEMENTS OF ART	SUBSTRAND: 4. FORM

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USE FORM	<i>The student will:</i> 1. Manipulate clay to create 3-D forms. (I.e. snake, snail, snowman)	9.1ABC	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: KINDERGARTEN	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 5. TEXTURE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT TEXTURE • USING TEXTURE 	<i>The student will:</i> 1. Identify texture as the surface quality of an object, ‘the way it feels’. INTERDISCIPLINARY – SENSES <i>Touch</i>	9.1AC	2, 6		
	2. Identify the texture of selected artwork and in the environment. INTERDISCIPLINARY – SENSES <i>Touch</i>	9.1AC	2, 6		
	3. Create texture within artwork. (I.e. texture rubbing on paper, clay) INTERDISCIPLINARY – SENSES <i>Touch</i>	9.1ABC	1, 2, 6		
		2, 6			
		2, 6			
		1, 2, 6			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: KINDERGARTEN	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 6. SPACE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT SPACE	<i>The student will:</i> 1. Identify the basic components of space within the work area for art and within the environment: a. 2-D space – top, bottom, sides, between and ‘area to fill’ b. 3-D space – area above, below, between and around an object (i.e. difference between a painting and a sculpture)	9.1AC	2		
	2. Identify space in selected artwork and the environment. RESOURCES: Grandma Moses	9.1AC	2		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: KINDERGARTEN	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 7. COLOR	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT COLOR	<i>The student will:</i> 1. Identify colors, including red, yellow, blue, green, orange and purple. INTERDISCIPLINARY – LANGUAGE ARTS	9.1AC	2, 6		
	2. Name colors in selected artwork and the environment.	9.1AC	2		
	3. Identify blended/overlapped colors used in selected artwork and the environment.	9.1AC	2		
• TOOLS	4. Use and store materials. (I.e. colored pencils, paint and brushes, markers, clay, glue sticks and scissors.)	9.1BH	1		
• USING COLOR	5. Create artwork using blended/overlapped colors. (I.e. seasons, animals, dinosaurs)	9.1ABC	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: KINDERGARTEN	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 1. CONTRAST	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT CONTRAST	<i>The student will:</i>				
	1. Distinguish between small and large. (I.e. Russian nesting dolls,/Matroyska dolls) INTERDISCIPLINARY – SOCIAL STUDIES	9.1AC	2, 6		
	2. Identify contrast in color, shape and size in selected artwork and the environment.	9.1AC	2		
• USING CONTRAST	3. Create artwork emphasizing contrast in color, shape and size using a variety of materials.	9.1ABC	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: KINDERGARTEN	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 2. MOVEMENT	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT MOVEMENT 	<p><i>The student will:</i></p> <p>1. Identify visual movement in selected artwork and the environment. (I.e. ocean wave, lightning, tornado and seashells)</p>	9.1AC	2		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: KINDERGARTEN	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 3. EMPHASIS	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT EMPHASIS	<i>The student will:</i>				
	1. Identify emphasis as an area of dominance or focus, center of interest, or object of importance to which the viewer’s eye is drawn.	9.1AC	2		
	2. Identify emphasis in selected artwork.	9.1AC	2		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: KINDERGARTEN	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 4. BALANCE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<i>The student will:</i> NONE				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: KINDERGARTEN	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 5. UNITY	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<i>The student will:</i> NONE				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: KINDERGARTEN	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 6. RHYTHM	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<i>The student will:</i> NONE				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: KINDERGARTEN	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 7. PROPORTION	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT PROPORTION 	<p><i>The student will:</i></p> <p>1. Identify proportion as the relationship within artwork between one part to another in terms of size (little/big), placement (where) and/or amount (quantity and surface coverage).</p>	9.1AC	2		
		9.1AC	2		
		9.1ABC	1, 2, 3		
<ul style="list-style-type: none"> • USING PROPORTION 	<p>2. Identify proportion in selected artwork and the environment.</p> <p>3. Create artwork showing the use of proportion between two objects. (I.e. parent & child, child & pet).</p>				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: KINDERGARTEN
STRAND: III. ART HISTORY	SUBSTRAND:

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery																
<p>• ARTISTS or STYLES, MASTERPIECES, PERIODS & FOCUS POINTS</p>	<p><i>The student will:</i></p> <p>1. Identify historically significant artists or styles, masterpieces, periods and focus points.</p>	<p>9.2ABCD EFG</p>	<p>4</p>																		
	<table border="1"> <thead> <tr> <th>ARTIST or PERIOD</th> <th>MASTERPIECES</th> <th>PERIOD/Style</th> <th>FOCUS POINTS</th> </tr> </thead> <tbody> <tr> <td>Van Gogh</td> <td><i>A Starry Night</i></td> <td>MODERN/Post-Impressionism</td> <td>landscape</td> </tr> <tr> <td>Mondrian</td> <td>Teacher selection: I.e. <i>Broadway Boogie Woogie</i></td> <td>MODERN</td> <td></td> </tr> <tr> <td>Pop Art</td> <td>Teacher selected: I.e. Warhol, Jasper Johns & Thiebaud</td> <td>CONTEMPORARY/Pop Art</td> <td></td> </tr> </tbody> </table>					ARTIST or PERIOD	MASTERPIECES	PERIOD/Style	FOCUS POINTS	Van Gogh	<i>A Starry Night</i>	MODERN/Post-Impressionism	landscape	Mondrian	Teacher selection: I.e. <i>Broadway Boogie Woogie</i>	MODERN		Pop Art	Teacher selected: I.e. Warhol, Jasper Johns & Thiebaud	CONTEMPORARY/Pop Art	
	ARTIST or PERIOD					MASTERPIECES	PERIOD/Style	FOCUS POINTS													
	Van Gogh					<i>A Starry Night</i>	MODERN/Post-Impressionism	landscape													
	Mondrian					Teacher selection: I.e. <i>Broadway Boogie Woogie</i>	MODERN														
Pop Art	Teacher selected: I.e. Warhol, Jasper Johns & Thiebaud	CONTEMPORARY/Pop Art																			
<p>INTERDISCIPLINARY – HISTORICAL & CULTURAL CONNECTIONS</p>																					

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: KINDERGARTEN	
STRAND: III. ART HISTORY		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
MULTICULTURAL ART	<p><i>The student will:</i></p> <p>2. Identify other significant Art History items referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including:</p> <p>a. NONE</p> <p>INTERDISCIPLINARY – HISTORICAL & CULTURAL CONNECTIONS</p>	9.2ABCDEF G	4		
	<p>3. Identify significant multicultural art referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including examples such as:</p> <p>a. Russian nesting dolls/Matroyska dolls</p> <p>INTERDISCIPLINARY – SOCIAL STUDIES</p>	9.2ABCDEF G	4		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: KINDERGARTEN	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ANALYSIS	<p><i>The student will:</i></p> <p>1. Apply Elements of Art and Principles of Design using appropriate vocabulary and prescribed criteria to analyze selected student artwork (their own and others) and masterpieces in a variety of historical and cultural contexts to determine how the objectives of the lesson have been met with regard to:</p> <ul style="list-style-type: none"> a. technique b. process c. craftsmanship <p>Methods of informal and formal assessment: teacher observation and oral responses</p>	9.3ABCDE	5		
	2. Use appropriate vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works of art.	9.3ABCDEF	5		
•INTERDISCIPLINARY TRANSFER	<p>3. Compare how ideas and concepts are communicated through visual art to how they are expressed in other art forms (music, theatre, dance, etc.) and other academic disciplines.</p> <p align="center">INTERDISCIPLINARY</p>	9.3ABCDEF	5,6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: KINDERGARTEN	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • CREATIVITY • APPROACH 	<p><i>The student will:</i></p> <p>4. Evaluate the creative process involved in the development of artwork concerning:</p> <ul style="list-style-type: none"> a. fostering individuality/independent approach b. the process itself; managing the sequence from start to completion c. proper use of tools and materials d. free thinking/imagination/expressiveness/out of their own mind's eye 	9.3ABCDEF	5		
	<p>5. Develop a positive feeling toward what has been created by self and others.</p> <ul style="list-style-type: none"> a. appropriate feedback & reinforcement from teacher b. exhibition c. gallery walk-through d. approach to self and peer criticism 	9.1I 9.3ABCDEF	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: KINDERGARTEN			
STRAND: V. AESTHETICS		SUBSTRAND:			
UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• PERCEIVE & RESPOND AESTHETICALLY	<i>The student will:</i>				
	1. Describe the meaning or purpose of his or her artwork.	9.4ABCD	5		
	2. Describe his or her feelings as a personal response to viewing selected artwork, using appropriate art vocabulary.	9.4ABCD	5		
	3. Recognize the artwork of others as important.	9.4ABCD	5		

**WEST ALLEGHENY SCHOOL DISTRICT
VISUAL ARTS CURRICULUM**

FIRST GRADE



	Visual Arts Skills/Concepts Addressed in Each Grade Level/Course
Strand	ELEMENTARY – FIRST GRADE
	The following skills/concepts will be covered throughout the year.
Elements of Art	<p>Create artwork reflecting specific objectives within the <i>Elements of Art</i>, including:</p> <ol style="list-style-type: none"> 1. LINE. Differentiate among and draw types of lines, straight/curved, thin/thick, zigzag, dotted, wavy or free form. Use repetition of line, shape and/or color to suggest pattern and texture. 2. SHAPE. Identify and draw basic 2-D shapes, including oval, diamond, crescent, heart, nature-made and free form. Distinguish between geometric and organic shapes. 4. FORM. Identify and draw 3-D forms, including cone, cylinder, cube and sphere. Transform a 2-D shape into a 3-D form. 5. TEXTURE. Differentiate among textures by using descriptive words. Define pattern as the repetition of a line, shape or color as it illustrates texture. Use tactile (real) and visual (implied) textures. 6. SPACE. Identify ‘above’ and ‘below. Identify and use foreground and background. 7. COLOR. Identify and use primary, secondary, warm and cool colors.
Principles of Design	<p>Create artwork reflecting specific objectives within the <i>Principles of Design</i>, including:</p> <ol style="list-style-type: none"> 1. CONTRAST. Use contrast in color, shape and size, including small, medium and large. 2. MOVEMENT. Use visual movement to direct the viewer’s eye through the artwork to an important part. 3. EMPHASIS. Use emphasis as an area of dominance or focus, or object of importance to which the viewer’s eye is drawn. 4. BALANCE. Identify balance and symmetry, including physical balance in 3-D clay structures. 5. UNITY. Identify unity as a sense of being finished and of things that go together. 7. PROPORTION. Identify proportion as the relationship between one part to another in terms of size, placement and/or amount (quantity and surface coverage). Use proportion among more than two objects.
Art History	<ul style="list-style-type: none"> • Identify historically significant artists or styles, masterpieces, periods and focus points: Van Gogh <i>A Starry Night</i>; Monet, Ringgold, Cave Art & Pop Art. • Identify significant multicultural art: Chinese Lanterns
Criticism	<ul style="list-style-type: none"> • Use appropriate vocabulary and prescribed criteria in applying <i>Elements of Art</i> and <i>Principles of Design</i> to analyze selected student artwork (their own and others) and masterpieces to determine how the objectives of the lesson have been met with regard to technique, process and craftsmanship. • Use appropriate vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works of art. • Use appropriate vocabulary and prescribed criteria to compare how ideas and concepts are communicated through visual art as expressed in other art forms and academic disciplines. • Nurture creativity and develop the creative process • Develop a positive feeling toward what has been created by self and others.
Aesthetics	<ul style="list-style-type: none"> • Describe the meaning or purpose of his or her artwork. • Describe his or her feelings as a personal response to viewing selected artwork, using appropriate art vocabulary. • Recognize the artwork of others as important.

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 1	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 1. LINE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT LINE • TOOLS • USING LINE 	<i>The student will:</i> 1. Differentiate among types of line: straight/curved, thin/thick, zigzag, dotted, wavy or free form. INTERDISCIPLINARY – MATH	9.1AC	2, 6		
	2. Identify types of line in selected artwork and the environment. RESOURCES: Miro, Van Gogh	9.1AC	2		
	3. Identify a horizon line.	9.1AC	2		
	4. Use templates to draw contour lines. INTERDISCIPLINARY – MATH	9.1ABCH	1, 2, 6		
	5. Use a horizontal line to divide the sky from the ground in a landscape drawing.	9.1ABC	1, 2		
	6. Use repetition of line, shape and/or color to suggest pattern and texture.	9.1ABC	1, 2		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 1	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 2. SHAPE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT SHAPE	<i>The student will:</i> 1. Name 2-D shapes, including oval, diamond, crescent, heart, nature-made and free form. INTERDISCIPLINARY – MATH	9.1AC	2, 6		
	2. Identify 2-D shapes in selected artwork and in the environment. INTERDISCIPLINARY – MATH	9.1AC	2, 6		
	3. Reproduce basic 2-D shapes. INTERDISCIPLINARY – MATH	9.1AC	2, 6		
	4. Identify and distinguish between geometric and organic shapes. RESOURCES: Van Gogh	9.1AC	2		
• USING SHAPE	5. Create artwork using 2-D shapes. (I.e. collage, mosaic) RESOURCES: Pollock INTERDISCIPLINARY – MATH	9.1ABCD	1, 2, 3, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 1	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 3. VALUE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<i>The student will:</i> NONE				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 1	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 4. FORM	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT FORM • USING FORM 	<p><i>The student will:</i></p> <p>1. Name basic 3-D forms, including cone, cylinder, cube and sphere. INTERDISCIPLINARY – MATH</p> <p>2. Identify basic 3-D forms in selected artwork and in the environment. INTERDISCIPLINARY – MATH</p> <p>3. Reproduce basic 3-D forms, including cone, cylinder, cube and sphere, with clay, then use those forms to create sculpture. INTERDISCIPLINARY – MATH</p> <p>4. Create artwork emphasizing form by transforming a 2-D shape into a 3-D form. (I.e. Chinese lanterns, ‘Rockin’ Birds’, teepee, pyramid) INTERDISCIPLINARY – MATH & SOCIAL STUDIES</p>	<p>9.1AC</p> <p>9.1AC</p> <p>9.1ABC</p> <p>9.1ABCD 9.2ABCDFG</p>	<p>2, 6</p> <p>2, 6</p> <p>1, 2, 6</p> <p>1, 2, 3, 4, 6</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: 1
STRAND: I. ELEMENTS OF ART	SUBSTRAND: 6. SPACE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT SPACE • USING SPACE 	<i>The student will:</i> 1. Identify ‘above’ and ‘below’ in selected artwork and the environment.	9.1AC	2		
	2. Identify foreground and background in selected artwork.	9.1AC	2		
	3. Create artwork using a horizon line to define space as above or below.	9.1ABC	1, 2		
	4. Create artwork in which space is altered through the placement of line and shape.	9.1ABC	1, 2		
	5. Create artwork that shows foreground and background through the placement of line and shape.	9.1ABC	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 1	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 7. COLOR	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT COLOR	<i>The student will:</i>				
	1. Locate primary and secondary colors on the color wheel.	9.1AC	2		
	2. Identify primary and secondary colors in selected artwork and the environment.	9.1AC	2		
	3. Mix primary colors to make secondary colors.	9.1AC	2		
	4. Name the warm colors as red, yellow and orange and the cool colors as green, purple and blue, and locate each on the color wheel.	9.1AC	2		
• USING COLOR	5. Identify warm and cool colors in selected artwork and the environment.	9.1AC	2		
	6. Create artwork using only the primary colors mixed to make secondary colors.	9.1ABC	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 1	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 1. CONTRAST	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT CONTRAST	<i>The student will:</i>				
	1. Identify contrast in color, shape and size in selected artwork and the environment.	9.1AC	2		
	2. Differentiate among small, medium and large in selected artwork and the environment.	9.1AC	2		
• USING CONTRAST	3. Create artwork emphasizing contrast in color, shape, size and texture using a variety of materials.	9.1ABC	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: 1
STRAND: II. PRINCIPLES OF DESIGN	SUBSTRAND: 2. MOVEMENT

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT MOVEMENT • USING MOVEMENT 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Identify visual movement in selected artwork and the environment. (I.e. ocean wave, lightning, tornado and seashells) 2. Create artwork that shows basic visual movement by using <i>Elements of Art</i> to direct the viewer’s eye through the artwork to an important part. 	<p>9.1AC</p> <p>9.1ABC</p>	<p>2</p> <p>1, 2, 3</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 1	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 3. EMPHASIS	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT EMPHASIS	<i>The student will:</i>				
	1. Identify emphasis as an area of dominance or focus, center of interest, or object of importance to which the viewer’s eye is drawn.	9.1AC	2		
	2. Identify emphasis in selected artwork.	9.1AC	2		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 1	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 4. BALANCE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT BALANCE • USING BALANCE 	<i>The student will:</i>				
	1. Identify balance as the distribution of weight.	9.1AC	2		
	2. Identify symmetry in selected artwork and the environment.	9.1AC	2		
	3. Create artwork showing the use of physical balance with symmetry to remain upright. (I.e. 3-D clay sculptures) INTERDISCIPLINARY – MATH & SCIENCE	9.1ABC	1, 2, 3, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: 1
STRAND: II. PRINCIPLES OF DESIGN	SUBSTRAND: 5. UNITY

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT UNITY • USING UNITY 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Identify unity as the sense of being finished and of things that go together. 2. Identify unity in selected artwork and the environment. 3. Create artwork that shows unity. 	<p>9.1AC</p> <p>9.1AC</p> <p>9.1ABC</p>	<p>2</p> <p>2</p> <p>1, 2, 3</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 1	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 6. RHYTHM	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<p><i>The student will:</i></p> <p>NONE</p>				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 1	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 7. PROPORTION	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT PROPORTION 	<i>The student will:</i> 1. Identify proportion as the relationship within artwork between one part to another in terms of size (little/big), placement (where) and/or amount (quantity and surface coverage).	9.1AC	2		
	2. Identify proportion in selected artwork and the environment.	9.1AC	2		
	<ul style="list-style-type: none"> • USING PROPORTION 3. Create artwork showing the use of proportion among more than two objects. (I.e. family, friends, team, landscape)	9.1ABC	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 1	
STRAND: III. ART HISTORY		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES				PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<p>• ARTISTS or STYLES, MASTERPIECES, PERIODS & FOCUS POINTS</p>	<i>The student will:</i>				9.2ABC DEFG	4		
	1. Identify historically significant artists or styles, masterpieces, periods and focus points.							
	ARTIST	MASTERPIECES	PERIOD/Style	FOCUS POINTS				
	Van Gogh	<i>A Starry Night</i>	MODERN/Post-Impressionism	landscape				
	Monet	<i>I.e. Water Lillies, other landscapes</i>	PRE-MODERN Impressionism	landscape				
	Faith Ringgold	Teacher selected	CONTEMPORARY	also author/illustrator				
	Cave Art	Teacher selected	ANCIENT CIVILIZATIONS/Cave Art					
	Pop Art	Teacher selected: I.e. Wahoo, Jasper Johns & Thiebaud	CONTEMPORARY/Pop Art					
INTERDISCIPLINARY – HISTORICAL & CULTURAL CONNECTIONS								

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 1	
STRAND: III. ART HISTORY		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• MULTICULTURAL ART	<p><i>The student will:</i></p> <p>2. Identify other significant Art History items referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including:</p> <p style="padding-left: 20px;">a. NONE</p> <p>INTERDISCIPLINARY – HISTORICAL & CULTURAL CONNECTIONS</p>	9.2ABCDEFG	4		
	<p>3. Identify significant multicultural art referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including examples such as:</p> <p style="padding-left: 20px;">a. Chinese lanterns</p> <p>INTERDISCIPLINARY – SOCIAL STUDIES</p>	9.2ABC DEFG	4		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: 1
STRAND: IV. CRITICISM	SUBSTRAND:

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ANALYSIS • INTERDISCIPLINARY TRANSFER 	<p><i>The student will:</i></p> <p>1. Apply Elements of Art and Principles of Design using appropriate vocabulary and prescribed criteria to analyze selected student artwork (their own and others) and masterpieces in a variety of historical and cultural contexts to determine how the objectives of the lesson have been met with regard to:</p> <ul style="list-style-type: none"> a. technique b. process c. craftsmanship <p>Methods of informal and formal assessment: peer to peer dialogue, small group dialogue and oral responses</p>	9.3ABCDE	5		
	<p>2. Use appropriate vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works of art.</p>	9.3ABCDEF	5		
	<p>3. Compare how ideas and concepts are communicated through visual art to how they are expressed in other art forms (music, theatre, dance, etc.) and other academic disciplines.</p> <p>INTERDISCIPLINARY</p>	9.3ABCDEF	5, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 1	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • CREATIVITY 	<p><i>The student will:</i></p> <p>4. Evaluate the creative process involved in the development of artwork concerning:</p> <ul style="list-style-type: none"> a. fostering individuality/independent approach b. the process itself; managing the sequence from start to completion c. proper use of tools and materials d. free thinking/imagination/expressiveness/out of their own mind's eye 	9.3ABCDEF	5		
<ul style="list-style-type: none"> • APPROACH 	<p>5. Develop a positive feeling toward what has been created by self and others.</p> <ul style="list-style-type: none"> a. appropriate feedback & reinforcement from teacher b. exhibition c. gallery walk-through d. approach to self and peer criticism 	9.1I 9.3ABCDEF	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 1	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• PERCEIVE & RESPOND AESTHETICALLY	<i>The student will:</i> 1. Describe the meaning or purpose of his or her artwork.	9.4ABCD	5		
	2. Describe his or her feelings as a personal response to viewing selected artwork and the environment, using appropriate art vocabulary.	9.4ABCD	5		
	3. Recognize the artwork of others as important.	9.4ABCD	5		

**WEST ALLEGHENY SCHOOL DISTRICT
VISUAL ARTS CURRICULUM**

SECOND GRADE



	Visual Arts Skills/Concepts Addressed in Each Grade Level/Course
Strand	ELEMENTARY – SECOND GRADE
	The following skills/concepts will be covered throughout the year.
Elements of Art	<p>Create artwork reflecting specific objectives within the <i>Elements of Art</i>, including:</p> <ol style="list-style-type: none"> 1. LINE. Differentiate among and draw directions of line, including vertical, horizon, parallel and diagonal. Use lines of symmetry. Distinguish between nature-made (organic) lines and man-made (geometric) lines. Create a portrait. 2. SHAPE. Identify and draw geometric shapes, including square, triangle, rectangle, circle and oval (mathematical/man-made), and organic shapes as those found in nature (nature-made). Use symmetrical shapes. 4. FORM. Transform 2-D shapes into 3-D forms. 5. TEXTURE. Differentiate between tactile textures, use wet and dry brush techniques, and create texture rubbings. Describe and use lines to suggest texture and pattern. Define and create a collage. 6. SPACE. Identify and use middleground, overlapping and diminishing size. 7. COLOR. Identify and use intermediate/tertiary colors.
Principles of Design	<p>Create artwork reflecting specific objectives within the <i>Principles of Design</i>, including:</p> <ol style="list-style-type: none"> 1. CONTRAST. Identify contrast as differences between or among items. 2. MOVEMENT. Use visual movement to direct the viewer’s eye through the artwork to an important part. 3. EMPHASIS. Use emphasis as an area of dominance or focus, or object of importance to which the viewer’s eye is drawn, especially with size and placement. 4. BALANCE. Identify and use symmetrical balance. 5. UNITY. Identify unity as the sense when artwork seems finished or complete with parts that look as if they belong together. 7. PROPORTION. Use foreground and background, choosing small and large objects to indicate distance by placing small shapes to appear far away and large shapes to appear close-up. Draw the human face in proportion.
Art History	<ul style="list-style-type: none"> • Identify historically significant artists or styles, masterpieces, periods and focus points: Monet, Matisse, Cassatt, Pollock, Duchamp, Grandma Moses & Cave Art • Identify significant multicultural art: Ancient Greek architecture, including columns; Native American Indian masks & pinch pots
Criticism	<ul style="list-style-type: none"> • Use appropriate vocabulary and prescribed criteria in applying <i>Elements of Art</i> and <i>Principles of Design</i> to analyze selected student artwork (their own and others) and masterpieces to determine how the objectives of the lesson have been met with regard to technique, process and craftsmanship. • Use appropriate vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works of art. • Use appropriate vocabulary and prescribed criteria to compare how ideas and concepts are communicated through visual art as expressed in other art forms and academic disciplines. • Nurture creativity and develop the creative process • Develop a positive feeling toward what has been created by self and others.
Aesthetics	<ul style="list-style-type: none"> • Describe the meaning or purpose of his or her artwork. • Describe his or her feelings as a personal response to viewing selected artwork, using appropriate art vocabulary. • Recognize the artwork of others as important. • Create and distinguish between environments as reality or fantasy. • Identify how an individual artist’s background and experiences affect how artwork is created and how meaning is conveyed.

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 2	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 1. LINE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT LINE	<i>The student will:</i> 1. Name and draw directions of line, including vertical, horizon, parallel and diagonal lines. INTERDISCIPLINARY – MATH	9.1AC	2, 6		
	2. Differentiate among directions of line in selected artwork and the environment.	9.1AC	2		
	3. Locate line of symmetry in selected artwork and the environment, including butterflies and the face. INTERDISCIPLINARY – MATH & SCIENCE	9.1AC	2, 6		
	4. Distinguish between nature-made (organic) lines and man-made (geometric) lines. INTERDISCIPLINARY – MATH & SCIENCE	9.1AC	2, 6		
• TOOLS	5. Use templates to draw contour lines. INTERDISCIPLINARY – MATH	9.1ABCH	1, 2, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 2	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 1. LINE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING LINE	<i>The student will:</i>				
	6. Create artwork emphasizing directions of line.	9.1ABCD	1, 2, 3		
	7. Create artwork emphasizing lines of symmetry. RESOURCES: Native American Indian, masks INTERDISCIPLINARY – MATH & SOCIAL STUDIES	9.1ABCD 9.2ABCDFG	1, 2, 3, 4, 6		
	8. Create a portrait emphasizing contour line and placement of facial features. RESOURCES: Kahlo	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 2	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 2. SHAPE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT SHAPE	<i>The student will:</i> 1. Name geometric shapes, including square, triangle, rectangle, circle and oval (mathematical/man-made), and organic shapes as those found in nature (nature-made). INTERDISCIPLINARY – MATH	9.1AC	2, 6		
	2. Identify geometric and organic shapes in selected artwork and in the environment. INTERDISCIPLINARY – MATH	9.1AC	2, 6		
	3. Identify symmetry as identical halves of selected shapes. (I.e. heart, butterfly, face, masks) RESOURCES: Homer, Wood - <i>American Gothic</i> INTERDISCIPLINARY – MATH	9.1AC	2, 6		
	4. Identify symmetry in selected artwork and the environment. INTERDISCIPLINARY – MATH	9.1AC	2, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 2	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 2. SHAPE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING SHAPE	<i>The student will:</i> 5. Create artwork using geometric and organic shapes. (I.e. mosaic) RESOURCES: Van Gogh INTERDISCIPLINARY – MATH & SOCIAL STUDIES	9.1ABCD	1, 2, 3, 6		
	6. Create artwork using symmetrical shapes. INTERDISCIPLINARY – MATH	9.1ABCD	1, 2, 3, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 2	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 3. VALUE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<i>The student will:</i> NONE				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 2	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 4. FORM	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING FORM	<p><i>The student will:</i></p> <p>1. Create artwork emphasizing form by transforming a 2-D shape into a 3-D form. (I.e. paper sculptures, clay, Native American pinch pots) INTERDISCIPLINARY – MATH & SOCIAL STUDIES</p>	<p>9.1ABCD 9.2ABCDEF G</p>	1, 2, 3, 4, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 2	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 5. TEXTURE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT TEXTURE	<i>The student will:</i>				
	1. Discriminate between tactile texture as how it actually feels and implied or visual texture as how it looks like it feels.	9.1AC	2		
	2. Identify types of lines and how they suggest texture and pattern in selected artworks. (I.e. hairy, wavy, weaving, furry & prickly) INTERDISCIPLINARY – LANGUAGE ARTS	9.1AC	2, 6		
• USING TEXTURE	3. Define a collage as using a collection of items to create a tactile design.	9.1AC	2		
	4. Create artwork emphasizing the use of tactile (real) and visual (implied) textures. (I.e. line drawings, collages, weavings, masks)	9.1ABCD	1, 2, 3		
	5. Create texture rubbings. (I.e. Pre-historic cave art.) INTERDISCIPLINARY – SOCIAL STUDIES	9.1ABCD 9.2ABCDFG	1, 2, 3, 4		
	6. Create artwork using wet and dry brush techniques to create texture in watercolors.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 2	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 6. SPACE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT SPACE	<i>The student will:</i>				
	1. Identify middleground in selected artwork.	9.1AC	2		
	2. Differentiate among foreground, middleground and background in selected artwork.	9.1AC	2		
	3. Recognize that when objects go back in space, they become smaller as a progression from large to medium to small.	9.1AC	2		
• USING SPACE	4. Identify overlapping as a technique that places shapes or patterns partially upon each other to create the illusion of depth and space between objects.	9.1AC	2		
	5. Create a landscape drawing that shows foreground, middleground and background. RESOURCES: Grandma Moses	9.1ABCD	1, 2, 3		
	6. Create artwork using the concept of diminishing size.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: 2
STRAND: I. ELEMENTS OF ART	SUBSTRAND: 7. COLOR

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<p>• ABOUT COLOR</p> <p>USING COLOR</p>	<p><i>The student will:</i></p> <p>1. Name the primary (red/yellow/blue) and secondary (green/orange/purple) colors. INTERDISCIPLINARY – LANGUAGE ARTS</p> <p>2. Locate intermediate/tertiary colors between the primary and secondary colors on the color wheel.</p> <p>3. Identify intermediate/tertiary colors used in selected artwork and the environment. RESOURCES: Van Gogh, Picasso</p> <p>4. Create artwork emphasizing the use of intermediate/tertiary colors.</p>	<p>9.1AC</p> <p>9.1AC</p> <p>9.1AC</p> <p>9.1ABCD</p>	<p>2, 6</p> <p>2</p> <p>2</p> <p>1, 2, 3</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 2	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 1. CONTRAST	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT CONTRAST • USING CONTRAST 	<i>The student will:</i> 1. Identify contrast as differences between or among items concerning the <i>Elements of Art</i> .	9.1AC	2		
	2. Identify contrast in selected artwork and the environment.	9.1AC	2		
	3. Create artwork emphasizing contrast within the <i>Elements of Art</i> .	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: 2
STRAND: II. PRINCIPLES OF DESIGN	SUBSTRAND: 2. MOVEMENT

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT MOVEMENT • USING MOVEMENT 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Identify visual movement in selected artwork and the environment. (I.e. ocean wave, lightning, tornado and seashells) 2. Create artwork that shows basic visual movement by using <i>Elements of Art</i> to direct the viewer’s eye through the artwork to an important part. 	<p>9.1AC</p> <p>9.1ABCD</p>	<p>2</p> <p>1, 2, 3</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 2	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 3. EMPHASIS	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT EMPHASIS • USING EMPHASIS 	<i>The student will:</i> 1. Identify emphasis as an area of dominance or focus, center of interest, or object of importance to which the viewer’s eye is drawn.	9.1AC	2		
	2. Identify emphasis in selected artwork.	9.1AC	2		
	3. Create artwork demonstrating emphasis, especially with size and placement.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 2	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 4. BALANCE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT BALANCE • USING BALANCE 	<i>The student will:</i> 1. Define symmetrical balance as exactly the same on both sides.	9.1AC	2		
	2. Identify symmetrical balance in selected artwork and the environment.	9.1AC	2		
	3. Create artwork emphasizing symmetrical balance. (I.e. butterfly designs, faces, masks, figures, clay sculptures, paper animals, people sculptures) INTERDISCIPLINARY – MATH & SCIENCE	9.1ABCD	1, 2, 3, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 2	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 5. UNITY	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT UNITY • USING UNITY 	<i>The student will:</i> 1. Define unity as the sense when artwork seems finished or complete with parts that look as if they belong together.	9.1AC	2		
	2. Identify unity in selected artwork and the environment.	9.1AC	2		
	3. Create artwork that shows unity.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 2	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 6. RHYTHM	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<i>The student will:</i> NONE				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 2	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 7. PROPORTION	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT PROPORTION • USING PROPORTION 	<i>The student will:</i> 1. Identify foreground and background within selected artwork.	9.1AC	2		
	2. Create artwork with foreground and background.	9.1ABCD	1, 2, 3		
	3. Create artwork using small and large objects to indicate distance by placing small shapes to appear far away and large shapes to appear close-up. (I.e. collage picture, trees & kites)	9.1ABCD	1, 2, 3		
	4. Create artwork through drawing that reproduces the human face in proportion. (I.e. masks) INTERDISCIPLINARY – MATHEMATICS <i>fractions</i>	9.1ABCD	1, 2, 3, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 2	
STRAND: III. ART HISTORY		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES				PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<p>• ARTISTS or STYLES, MASTERPIECES, PERIODS & FOCUS POINTS</p>	<p><i>The student will:</i></p> <p>1. Identify historically significant artists or styles, masterpieces, periods and focus points.</p>				9.2ABDEF GH	4		
	ARTIST	MASTER-PIECES	PERIOD/Style	FOCUS POINTS				
	Monet	<i>I.e. Water Lillies, other landscapes</i>	PRE-MODERN/ Impressionism	landscape				
	Matisse	Collages	MODERN/Post-Impressionism	abstract				
	Cassatt	Teacher selected	PRE-MODERN/ Impressionism	Pittsburgh Artist, genre (everyday life)				
	Pollock	Teacher selected	COMTEMPORARY/ Abstract Expressionism					
	Duchamp	Teacher selected	MODERN/Dada					
	Grandma Moses	Teacher selected	<i>MODERN/American Folk Art</i>					
	<p>INTERDISCIPLINARY – HISTORICAL & CULTURAL CONNECTIONS</p>							

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 2	
STRAND: III. ART HISTORY		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• MULTICULTURAL ART	<p><i>The student will:</i></p> <p>2. Identify other significant Art History items referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including:</p> <p style="padding-left: 20px;">a. Pre-historic cave art</p> <p>INTERDISCIPLINARY – HISTORICAL & CULTURAL CONNECTIONS</p>	9.2ABDEFG	4		
	<p>3. Identify Ancient Greek architecture, including Doric, Ionic and Corinthian columns.</p> <p>INTERDISCIPLINARY – SOCIAL STUDIES</p>	9.2ABDEFGH	4		
	<p>4. Identify significant multicultural art referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including examples such as:</p> <p style="padding-left: 20px;">a. Native American Indian masks and pinch pots</p> <p>INTERDISCIPLINARY – SOCIAL STUDIES</p>	9.2ABDEFG	4		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: 2
STRAND: IV. CRITICISM	SUBSTRAND:

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ANALYSIS • INTER-DISCIPLINARY TRANSFER	<i>The student will:</i> 1. Apply Elements of Art and Principles of Design using appropriate vocabulary and prescribed criteria to analyze selected student artwork (their own and others) and masterpieces in a variety of historical and cultural contexts to determine how the objectives of the lesson have been met with regard to: a. technique b. process c. craftsmanship Methods of informal and formal assessment: peer to peer dialogue, small group dialogue and oral responses	9.3ABCDE	5		
	2. Use appropriate vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works of art.	9.3ABCDEF	5		
	3. Compare how ideas and concepts are communicated through visual art to how they are expressed in other art forms (music, theatre, dance, etc.) and other academic disciplines. INTERDISCIPLINARY	9.3ABCDEF	5, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 2	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • CREATIVITY • APPROACH 	<p><i>The student will:</i></p> <p>4. Evaluate the creative process involved in the development of artwork concerning:</p> <ul style="list-style-type: none"> a. fostering individuality/independent approach b. the process itself; managing the sequence from start to completion c. proper use of tools and materials d. free thinking/imagination/expressiveness/out of their own mind's eye <p>5. Develop a positive feeling toward what has been created by self and others.</p> <ul style="list-style-type: none"> a. appropriate feedback & reinforcement from teacher b. exhibition c. gallery walk-through d. approach to self and peer criticism 	<p>9.3ABCDEF</p> <p>9.1I 9.3ABCDEF</p>	<p>5</p> <p>5</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 2	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• PERCEIVE & RESPOND AESTHETICALLY	<i>The student will:</i>				
	1. Describe the meaning or purpose of his or her artwork.	9.4ABCD	5		
	2. Describe his or her feelings as a personal response to viewing selected artwork and the environment, using appropriate art vocabulary.	9.4ABCD	5		
	3. Recognize the artwork of others as important.	9.4ABCD	5		
	4. Create fantasy environments while distinguishing between environments as reality or fantasy.	9.4ABCD	5		
	5. Identify how an individual artist’s background and experiences affect how artwork is created and how meaning is conveyed.	9.4ABCD	5		

**WEST ALLEGHENY SCHOOL DISTRICT
VISUAL ARTS CURRICULUM**

THIRD GRADE



	Visual Arts Skills/Concepts Addressed in Each Grade Level/Course
Strand	ELEMENTARY – THIRD GRADE
	The following skills/concepts will be covered throughout the year.
Elements of Art	<p>Create artwork reflecting specific objectives within the <i>Elements of Art</i>, including:</p> <ol style="list-style-type: none"> 1. LINE. Use a variety of lines to illustrate movement, pattern and repetition, to divide 2-D space, to create movement, and to express ideas, emotions and feelings. 2. SHAPE. Identify positive shape and negative space in 2-D and 3-D art. Define a silhouette as a positive shape against a light background. Define 2-D as length and width. Create artwork with geometric and organic 2-D shapes as they become form. 4. FORM. Define 3-D form as length, width and depth. Use 3-D pyramids and cylinders. Combine geometric and organic 2-D shapes and 3-D forms. 5. TEXTURE. Discriminate between tactile and visual textures. Describe and use lines to suggest texture and pattern. Create a collage. Use textures and patterns. 6. SPACE. Create a landscape that places 3-D forms within the foreground, middleground and background, using overlapping and diminishing size. 7. COLOR. Reproduce, use and correctly place the primary, secondary and intermediate/tertiary colors on a color wheel.
Principles of Design	<p>Create artwork reflecting specific objectives within the <i>Principles of Design</i>, including:</p> <ol style="list-style-type: none"> 1. CONTRAST. Define contrast as differences between or among items. 2. MOVEMENT. Define movement as actual motion, or the illusion of motion; repetition of elements and use visual movement through repetition of line, shape and/or color to allow the eye to move throughout the composition. 3. EMPHASIS. Identify and use focal point. Define and use emphasis, especially with line, color and shape along with size and placement. 4. BALANCE. Define balance as the distribution of visual weight. Define and use asymmetrical balance. 5. UNITY. Use unity by manipulating the <i>Elements of Art</i> to finish or complete the work. 7. PROPORTION. Define proportion. Use proportion in drawing landscapes and the human face. Use rulers for measurement.
Art History	<ul style="list-style-type: none"> • Identify historically significant artists or styles, masterpieces, periods and focus points: Warhol, O’Keefe, Egyptian Art, Greek & Roman Art • Identify significant multicultural art: Roman & Gothic arches; Polish paper cuts, Native American Indian shakers & African rainsticks
Criticism	<ul style="list-style-type: none"> • Use appropriate vocabulary and prescribed criteria in applying <i>Elements of Art</i> and <i>Principles of Design</i> to analyze selected student artwork (their own and others) and masterpieces to determine how the objectives of the lesson have been met with regard to technique, process and craftsmanship. • Use appropriate vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works of art. • Use appropriate vocabulary and prescribed criteria to compare how ideas and concepts are communicated through visual art as expressed in other art forms and academic disciplines. • Nurture creativity and develop the creative process • Describe the positive and negative roles of the visual arts, past and present. • Develop a positive feeling toward what has been created by self and others.
Aesthetics	<ul style="list-style-type: none"> • Describe the meaning or purpose of his or her artwork. • Describe his or her feelings as a personal response to viewing selected artwork, using appropriate art vocabulary. • Recognize the artwork of others as important. <p>NEW. • Identify how the Elements and Principles are used to tell a story or convey feeling.</p> <ul style="list-style-type: none"> • Identify how an individual artist’s background and experiences as well as the environment and time period affect how artwork is created and how meaning is conveyed.

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 3	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 1. LINE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT LINE • USING LINE 	<p><i>The student will:</i></p> <p>1. Locate lines that express feelings and ideas in selected artwork. RESOURCES: Matisse AESTHETICS</p>	<p>9.1AC 9.4BD</p>	<p>2, 5</p>		
	<p>2. Create drawings using a variety of lines to illustrate movement, pattern and repetition. RESOURCES: Warhol, pop art, cave art, other cultures INTERDISCIPLINARY – SOCIAL STUDIES</p>	<p>9.1ABCD 9.2ABCDFG</p>	<p>1, 2, 3, 4</p>		
	<p>3. Create artwork using lines to divide 2-D space. (I.e. landscapes, portraits & human proportions) INTERDISCIPLINARY – READING “Visiting Uncle Andy” by classroom teachers</p>	<p>9.1ABCD</p>	<p>1, 2, 3, 6</p>		
	<p>4. Create drawings using a variety of lines to express ideas, emotions and feelings and to create movement. AESTHETICS</p>	<p>9.1ABCD 9.4BD</p>	<p>1, 2, 3, 5</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 3	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 2. SHAPE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT SHAPE	<i>The student will:</i> 1. Identify positive shape and negative space in 2-D and 3-D art. (I.e. snowflakes, silhouette, paper sculptures, Polish paper cuts, stained glass windows & cave art) INTERDISCIPLINARY – SOCIAL STUDIES	9.1AC 9.2ABCDG	2, 4		
	2. Define a silhouette as a positive shape against a light background.	9.1AC	2		
	3. Define 2-D as length and width. INTERDISCIPLINARY – MATH	9.1AC	2, 6		
• USING SHAPE	4. Create artwork with geometric and organic 2-D shapes as they become form. RESOURCES: Matisse	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 3	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 3. VALUE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<i>The student will:</i> NONE				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 3	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 4. FORM	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT FORM	<i>The student will:</i> 1. Define 3-D form as length, width and depth. INTERDISCIPLINARY – MATH	9.1AC	2, 6		
	2. Identify a pyramid as a 3-D form. INTERDISCIPLINARY – MATH	9.1AC	2, 6		
	3. Identify pyramids in selected artwork and in the environment. INTERDISCIPLINARY – MATH	9.1AC	2, 6		
• USING FORM	4. Create artwork using pyramids and cylinders. (I.e. Egyptian pyramids, Native American shakers, African rainsticks) INTERDISCIPLINARY – MATH & SOCIAL STUDIES	9.1ABCD 9.2ABCDFG	1, 2, 3, 4, 6		
	5. Create artwork combining geometric and organic 2-D shapes and 3-D forms. INTERDISCIPLINARY – MATH	9.1ABCD	1, 2, 3, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: 3
STRAND: I. ELEMENTS OF ART	SUBSTRAND: 5. TEXTURE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT TEXTURE	<i>The student will:</i>				
	1. Discriminate between tactile texture as how it actually feels and implied or visual texture as how it looks like it feels.	9.1AC	2		
	2. Identify types of lines and how they suggest texture and pattern in selected artworks. (I.e. hairy, wavy, weaving, furry & prickly) INTERDISCIPLINARY – LANGUAGE ARTS	9.1AC	2, 6		
	3. Define a collage as using a collection of items to create a tactile design.	9.1AC	2		
	4. Identify texture as the surface quality of an object, ‘the way it feels’.	9.1AC	2		
5. Identify the texture of selected artwork and in the environment. RESOURCES: Van Gogh	9.1AC	2			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 3	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 5. TEXTURE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • USING TEXTURE 	<p><i>The student will:</i></p> <p>6. Create 2-D and 3-D artwork emphasizing texture and pattern. (I.e. line drawings, weaving, masks, collages) INTERDISCIPLINARY – SOCIAL STUDIES</p>	9.1ABCD 9.2ABCDFG	1,2,3,4		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 3	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 6. SPACE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING SPACE	<i>The student will:</i> 1. Create a landscape drawing that places 3-D forms within the foreground, middleground and background.	9.1ABCD	1, 2, 3		
	2. Create artwork using diminishing size and overlapping techniques.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 3	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 7. COLOR	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT COLOR	<i>The student will:</i> 1. Reproduce and correctly place the primary, secondary and intermediate/tertiary colors on a color wheel.	9.1AC	2		
	2. Identify primary, secondary and intermediate/tertiary colors in selected artwork and the environment. RESOURCES: Matisse, Cezanne, Van Gogh	9.1AC	2		
• USING COLOR	3. Create artwork emphasizing the use of intermediate/tertiary colors.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 3	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 1. CONTRAST	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT CONTRAST • USING CONTRAST 	<i>The student will:</i> 1. Identify contrast as differences between or among items concerning the <i>Elements of Art</i> .	9.1AC	2		
	2. Identify contrast in selected artwork and the environment.	9.1AC	2		
	3. Create artwork emphasizing contrast within the <i>Elements of Art</i> .	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 3	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 2. MOVEMENT	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT MOVEMENT • USING MOVEMENT 	<p><i>The student will:</i></p> <p>1. Define movement as actual motion, or the illusion of motion; repetition of elements.</p> <p>2. Create artwork that shows visual movement using repetition of line, shape and/or color, which allows the eye to move throughout the composition. RESOURCES: Bruegel – <i>The Peasant’s Dance</i></p>	<p>9.1AC</p> <p>9.1ABCD</p>	<p>2</p> <p>1, 2, 3</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 3	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 3. EMPHASIS	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT EMPHASIS • USING EMPHASIS 	<i>The student will:</i> 1. Identify the focal point as the most important part of an artwork.	9.1AC	2		
	2. Identify the focal point in selected artwork.	9.1AC	2		
	3. Create artwork that shows the use of a focal point.	9.1ABCD	1, 2, 3		
	4. Create artwork demonstrating emphasis, especially with line, color and shape along with size and placement.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 3	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 4. BALANCE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT BALANCE	<i>The student will:</i>				
	1. Define balance as the distribution of visual weight.	9.1AC	2		
	2. Identify balance in selected artwork and the environment. (I.e. masks)	9.1AC	2		
	3. Define asymmetrical balance as two sides that are visually equal without being identical.	9.1AC	2		
• USING BALANCE	4. Identify asymmetrical balance in selected artwork and the environment. (I.e. masks) RESOURCES: Picasso INTERDISCIPLINARY – SOCIAL STUDIES	9.1AC 9.2ABCDEFG	2, 4		
	5. Create artwork that shows balance.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 3	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 5. UNITY	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT UNITY	<i>The student will:</i> 1. Define unity as the sense when artwork seems finished or complete with parts that look as if they belong together. (Formal definition for Grade 6 & Art II: Define unity as the sense of oneness or wholeness in a work of art.)	9.1AC	2		
	2. Identify unity in selected artwork and the environment.	9.1AC	2		
• USING UNITY	3. Create artwork that shows unity by manipulating the <i>Elements of Art</i> to finish or complete the work.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 3	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 6. RHYTHM	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<p><i>The student will:</i></p> <p>NONE</p>				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: 3
STRAND: II. PRINCIPLES OF DESIGN	SUBSTRAND: 7. PROPORTION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT PROPORTION • TOOLS • USING PROPORTION 	<p><i>The student will:</i></p> <p>1. Identify proportion as the relationship within artwork between one part to another in terms of size (little/big), placement (where) and/or amount (quantity and surface coverage).</p>	9.1AC	2		
	2. Identify proportion in selected artwork and the environment.	9.1AC	2		
	3. Locate foreground, middleground and background in selected artwork.	9.1AC	2		
	4. Use rulers for measurements in creating 2-D shapes and 3-D forms in proportion. INTERDISCIPLINARY – MATH	9.1ABCH	1, 6		
	5. Create a landscape scene with foreground, middleground and background.	9.1ABCD	1, 2, 3		
	6. Create artwork through drawing that reproduces the human face in proportion. (I.e. masks) INTERDISCIPLINARY – MATH <i>fractions</i>	9.1ABCD	1, 2, 3, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 3	
STRAND: III. ART HISTORY		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES				PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<p>• ARTISTS or STYLES, MASTERPIECES, PERIODS & FOCUS POINTS</p>	<p><i>The student will:</i></p>				9.2ABC DEFG	4		
	<p>1. Identify historically significant artists or styles, masterpieces, periods and focus points.</p>							
	ARTIST or PERIOD	MASTERPIECES	PERIOD/Style	FOCUS POINTS				
	Warhol	Teacher selected: printmaking and portraits	CONTEMPORARY/Pop Art	portraiture				
	O'Keefe	Teacher selected: florals	MODERN	abstract enlargements				
	Egyptian Art	Teacher selected	ANCIENT CIVILIZATIONS/ Egyptian					
	Greek & Roman Art	Teacher selected	CLASSIC CIVILIZATIONS/ Greek & Roman	sculpture & architecture				
<p>INTERDISCIPLINARY – HISTORICAL & CULTURAL CONNECTIONS</p>								

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 3	
STRAND: III. ART HISTORY		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• MULTICULTURAL ART	<p><i>The student will:</i></p> <p>2. Identify other significant Art History items referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including:</p> <p>a. NONE</p> <p>INTERDISCIPLINARY – HISTORICAL & CULTURAL CONNECTIONS</p>	9.2ABCDE FG	4		
	<p>3. Identify the Roman arch (Ancient Roman) and the Gothic arch (Middle Ages and Renaissance).</p> <p>INTERDISCIPLINARY – SOCIAL STUDIES</p>	9.2ABCDE FG	4		
	<p>4. Identify significant multicultural art referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including examples such as:</p> <p>a. Polish paper cuts b. Native American shakers c. African rainsticks</p> <p>INTERDISCIPLINARY – SOCIAL STUDIES</p>	9.2ABCDE FG	4		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: 3
STRAND: IV. CRITICISM	SUBSTRAND:

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ANALYSIS	<p><i>The student will:</i></p> <p>1. Apply Elements of Art and Principles of Design using appropriate vocabulary and prescribed criteria to analyze selected student artwork (their own and others) and masterpieces in a variety of historical and cultural contexts to determine how the objectives of the lesson have been met with regard to:</p> <ul style="list-style-type: none"> a. technique b. process c. craftsmanship <p>Methods of informal and formal assessment: peer to peer dialogue, small group dialogue and oral responses</p>	9.3ABACD E	5		
	2. Use appropriate vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works of art.	9.3ABACD EF	5		
• INTERDISCIPLINARY TRANSFER	3. Compare how ideas and concepts are communicated through visual art to how they are expressed in other art forms (music, theatre, dance, etc.) and other academic disciplines. INTERDISCIPLINARY	9.3ABACD EF	5, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 3	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • CREATIVITY • APPROACH 	<p><i>The student will:</i></p> <p>4. Evaluate the creative process involved in the development of artwork concerning:</p> <ul style="list-style-type: none"> a. fostering individuality/independent approach b. the process itself; managing the sequence from start to completion c. proper use of tools and materials d. free thinking/imagination/expressiveness/out of their own mind's eye 	9.3ABACD EF	5		
	5. Describe the positive and negative roles of the visual arts, past and present.	9.3ABACD EFG	5		
	6. Develop a positive feeling toward what has been created by self and others.	9.1I 9.3ABACD EF	5		
<ul style="list-style-type: none"> a. appropriate feedback & reinforcement from teacher b. exhibition c. gallery walk-through d. approach to self and peer criticism 					

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 3	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<p>• CREATE, PERCEIVE & RESPOND AESTHETICALLY</p>	<p><i>The student will:</i></p> <p>FROM <i>ELEMENTS OF ART & PRINCIPLES OF DESIGN STRANDS</i></p> <p>LINE</p> <p>1. Locate lines that express feelings and ideas in selected artwork.</p> <p>4. Create drawings using a variety of lines to express ideas, emotions and feelings and to create movement.</p>	9.4ABCD	5		
	<p>1. Describe the meaning or purpose of his or her artwork.</p>	9.4ABCD	5		
	<p>2. Describe his or her feelings as a personal response to viewing selected artwork and the environment, using appropriate art vocabulary.</p>	9.4ABCD	5		
	<p>3. Recognize the artwork of others as important.</p>	9.4ABCD	5		
	<p>4. Create fantasy environments while distinguishing between environments as reality or fantasy.</p>	9.4ABCD	5		
<p>5. Identify how an individual artist's background and experiences affect how artwork is created and how meaning is conveyed.</p>					

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 3	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<p><i>The student will:</i></p> <p>6. Identify how the <i>Elements of Art</i> and <i>Principles of Design</i> applied from the curriculum for this grade level are used to tell a story or to convey feeling in his or her own and selected artwork.</p> <p>7. Identify how the environment and time period affect how artwork is created and how meaning is conveyed.</p>	<p>9.4ABCD</p> <p>9.2ABCDE FG 9.4ABCD</p>	<p>5</p> <p>4, 5</p>		

**WEST ALLEGHENY SCHOOL DISTRICT
VISUAL ARTS CURRICULUM**

FOURTH GRADE



	Visual Arts Skills/Concepts Addressed in Each Grade Level/Course
Strand	ELEMENTARY – FOURTH GRADE
	The following skills/concepts will be covered throughout the year.
Elements of Art	<p>Create artwork reflecting specific objectives within the <i>Elements of Art</i>, including:</p> <ol style="list-style-type: none"> 1. LINE. Define and use contour and interior lines. Identify and create non-objective art. Use informal perspective, horizon line and vanishing point. Use rulers and templates. 2. SHAPE. Use positive shape and negative space in 2-D and 3-D art. Create artwork with geometric and organic 2-D shapes as they become form. 3. VALUE. Identify and produce tints and shades. Define and create monochromatic drawings. Make a value scale from white to black. Define color value as the lightness or darkness of color. Use pressure to generate value within a single hue. 4. FORM. Identify and use 3-D ellipses and wedges. 5. TEXTURE. Discriminate between tactile and visual textures. Create a collage. 6. SPACE. Identify and use vanishing point, atmospheric space, overlapping and diminishing size. 7. COLOR. Identify and produce neutral colors from complementary colors. Identify and use the style of pointillism.
Principles of Design	<p>Create artwork reflecting specific objectives within the <i>Principles of Design</i>, including:</p> <ol style="list-style-type: none"> 1. CONTRAST. Use contrast, especially value and color. 2. MOVEMENT. Identify linear movement as using straight, curved or irregular lines to create the illusion of movement. 3. EMPHASIS. Use emphasis through a focal point to convey a theme or message. 4. BALANCE. Define and use radial balance. Use symmetrical and asymmetrical balance. 5. UNITY. Use unity in applying the <i>Elements of Art</i>. 6. RHYTHM. Identify rhythm as the careful placement of repeated elements in a work of art to cause a visual tempo or beat. 7. PROPORTION. Use proportion in drawing landscapes the human face, and the human body.
Art History	<ul style="list-style-type: none"> • Identify historically significant artists or styles, masterpieces, periods and focus points: Kahlo, Da Vinci, Michaelangelo, Seurat, Picasso & Middle Ages • Identify significant multicultural art: Roman, Gothic and Modern architectural styles
Criticism	<ul style="list-style-type: none"> • Use appropriate vocabulary and prescribed criteria in applying <i>Elements of Art</i> and <i>Principles of Design</i> to analyze selected student artwork (their own and others) and masterpieces to determine how the objectives of the lesson have been met with regard to technique, process and craftsmanship. • Use appropriate vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works of art. • Use appropriate vocabulary and prescribed criteria to compare how ideas and concepts are communicated through visual art as expressed in other art forms and academic disciplines. • Nurture creativity and develop the creative process • Describe the positive and negative roles of the visual arts, past and present. • Develop a positive feeling toward what has been created by self and others.
Aesthetics	<ul style="list-style-type: none"> • Describe the meaning or purpose of his or her artwork. Describe his or her feelings as a personal response to viewing selected artwork, using appropriate art vocabulary. Recognize the artwork of others as important. Identify how the Elements and Principles are used to tell a story or convey feeling. Identify how an individual artist’s background and experiences as well as the environment and time period affect how artwork is created and how meaning is conveyed. NEW. Identify expressive symbols that show philosophical meaning.

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 4	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 1. LINE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT LINE	<i>The student will:</i> 1. Define contour lines as the outline of a shape and interior lines as lines within a shape. (I.e. portraits) INTERDISCIPLINARY – MATH (fractions, measuring)	9.1AC	2, 6		
	2. Identify contour lines and interior lines in selected artwork. RESOURCES: Monet, Picasso – <i>Igor Stravinsky</i>	9.1AC	2		
	3. Identify non-objective art. RESOURCES: Klee	9.1AC	2		
	4. Identify informal perspective in selected artwork. RESOURCES: DaVinci - <i>Mona Lisa</i> , Raphael - <i>St. George and the Dragon</i> , INTERDISCIPLINARY – SCIENCE	9.1AC	2, 6		
	5. Identify horizon line and vanishing point.	9.1AC	2		
• TOOLS	6. Use rulers to draw straight lines. INTERDISCIPLINARY – MATH	9.1ABCH	1, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 4	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 1. LINE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING LINE	<i>The student will:</i>				
	7. Use templates to draw contour lines. INTERDISCIPLINARY – MATH	9.1ABCH	1, 6		
	8. Create artwork emphasizing contour and interior lines. (I.e. still life, feather, shoes) RESOURCES: Aboriginal art INTERDISCIPLINARY – SOCIAL STUDIES	9.1ABCD 9.2ABCDFG	1, 2, 3, 4		
	9. Create non-objective art using line.	9.1ABCD	1, 2, 3		
	10. Create artwork using informal perspective. (I.e. size relationships, overlapping, horizon line)	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 4	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 2. SHAPE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT SHAPE • USING SHAPE 	<p><i>The student will:</i></p> <p>1. Identify positive shape and negative space in 2-D and 3-D art. (I.e. stained glass Rosetta windows) INTERDISCIPLINARY – SOCIAL STUDIES</p> <p>2. Create artwork with geometric and organic 2-D shapes as they become form. (I.e. life studies of poinsettias & pumpkins)</p>	<p>9.1AC 9.2ABCDGF</p> <p>9.1ABCD</p>	<p>2, 4</p> <p>1, 2, 3</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 4	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 3. VALUE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT VALUE	<i>The student will:</i>				
	1. Add varying amounts of black to a color to produce shades.	9.1ABC	2		
	2. Add varying amounts of white to a color to produce tints.	9.1ABC	2		
	3. Identify tints and shades in selected artwork and the environment.	9.1AC	2		
	4. Define monochromatic as the use of shades and tints of only one color.	9.1AC	2		
	5. Make a value scale from white to black.	9.1ABC	2		
	6. Label the use of color as monochromatic in selected artwork and the environment. RESOURCES: Vassarely, Brugal, Cezanne - <i>The Card Players</i> , Bearden, Picasso blue period	9.1AC	2		
7. Define color value as the lightness or darkness of color. RESOURCES: Georgia O’Keefe	9.1AC	2			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 4	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 3. VALUE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING VALUE	<i>The student will:</i> 8. Use a variety of materials to create value. (I.e. paint, colored pencils, charcoal pencil and pastels)	9.1ABCD	1, 2, 3		
	9. Use pressure to generate value within a single hue. (I.e. colored pencil, graphite pencil, charcoal pencil)	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 4	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 4. FORM	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT FORM	<i>The student will:</i> 1. Identify ellipse and wedge as 3-D forms. INTERDISCIPLINARY – MATH	9.1AC	2, 6		
	2. Identify ellipses and wedges in selected artwork and in the environment. INTERDISCIPLINARY – MATH	9.1AC	2, 6		
• USING FORM	3. Create artwork emphasizing a variety of 3-D forms. (I.e. clay, paper sculptures, masks) INTERDISCIPLINARY – MATH & SOCIAL STUDIES	9.1AC 9.2ABCDG	1, 2, 3, 4, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 4	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 5. TEXTURE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT TEXTURE	<i>The student will:</i> 1. Discriminate between tactile texture as how it actually feels and implied or visual texture as how it looks like it feels.	9.1AC	2		
	2. Identify types of lines and how they suggest texture and pattern in selected artworks. (I.e. hairy, wavy, weaving, furry & prickly) INTERDISCIPLINARY – LANGUAGE ARTS	9.1AC	2, 6		
	3. Define a collage as using a collection of items to create a tactile design.	9.1AC	2		
	4. Identify texture as the surface quality of an object, ‘the way it feels’.	9.1AC	2		
• USING TEXTURE	5. Identify the texture of selected artwork and in the environment. RESOURCES: Durer, Shawn, Van Gogh	9.1AC	2		
	6. Create 2-D and 3-D artwork illustrating texture. (I.e. feather, scratch art)	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 4	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 6. SPACE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT SPACE • USING SPACE 	<i>The student will:</i> 1. Identify diminishing size, overlapping and atmospheric space in selected artwork.	9.1AC	2		
	2. Identify vanishing point as an illusion of space.	9.1AC	2		
	3. Create artwork using diminishing size, overlapping and atmospheric space to create depth. RESOURCES: Lawrence, Cezanne	9.1ABCD	1, 2, 3		
	4. Create artwork emphasizing the illusion of space through the use of vanishing point and horizontal line.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 4	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 7. COLOR	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT COLOR	<i>The student will:</i>				
	1. Name neutral colors as browns, beige, tan and grays.	9.1AC	2		
	2. Identify neutral colors in selected artwork and in the environment. RESOURCES: Gauguin	9.1AC	2		
	3. Mix two complementary colors to create a neutral color.	9.1ABC	2		
• USING COLOR	4. Identify artwork as in the style of pointillism, where the eyes ‘mix’ the colors. RESOURCES: Seurat, Signac INTERDISCIPLINARY - SCIENCE	9.1ACD	2, 6		
	5. Create artwork in the style of pointillism. INTERDISCIPLINARY - SCIENCE	9.1ABCD	1, 2, 3, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 4	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 1. CONTRAST	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT CONTRAST • USING CONTRAST 	<i>The student will:</i> 1. Identify contrast in selected artwork and the environment.	9.1AC	2		
	2. Create artwork emphasizing contrast within the <i>Elements of Art</i> , especially value and color.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS			GRADE: 4		
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 3. EMPHASIS			
UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING EMPHASIS	<i>The student will:</i> 1. Create artwork manipulating the <i>Elements of Art</i> to show emphasis as a focal point or sense of importance. 2. Create artwork manipulating the <i>Elements of Art</i> to show emphasis of a theme or message. (I.e. posters, contests, Reflections, patriotism, holiday cards) INTERDISCIPLINARY – SOCIAL STUDIES INTERDISCIPLINARY – WRITING	9.1ABCD 9.1ABCDEI 9.2ABCDEFG	2 1, 2, 3, 4, 5, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 4	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 4. BALANCE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT BALANCE • USING BALANCE 	<i>The student will:</i>				
	1. Define radial balance as composition based on a circle radiating from a central point.	9.1AC	2		
	2. Identify radial balance in selected artwork and the environment.	9.1AC	2		
	3. Distinguish between balance as symmetrical or asymmetrical in selected artwork and the environment.	9.1AC	2		
	4. Create artwork that shows radial balance in positive and negative shapes. (I.e. snowflakes, stained glass designs)	9.1ABCD	1, 2, 3		
5. Create artwork that shows symmetrical and/or asymmetrical balance.	9.1ABCD	1, 2, 3			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 4	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 5. UNITY	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT UNITY • USING UNITY 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Describe how the <i>Elements of Art</i> create unity in selected artwork and the environment. 2. Create artwork that shows unity through manipulating the <i>Elements of Art</i>. 	<p>9.1AC</p> <p>9.1ABCD</p>	<p>2</p> <p>1, 2, 3</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 4	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 6. RHYTHM	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT RHYTHM	<i>The student will:</i> 1. Identify rhythm as the careful placement of repeated elements in a work of art to cause a visual tempo or beat. RESOURCES: Duchamp – <i>Nude Descending the Staircase</i>	9.1AC	2		
	2. Identify rhythm in selected artwork and the environment.	9.1AC	2		
• USING RHYTHM	3. Create artwork emphasizing rhythm.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 4	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 7. PROPORTION	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING PROPORTION	<i>The student will:</i> 1. Create artwork through drawing that reproduces the human face in proportion. (I.e. masks) INTERDISCIPLINARY – MATH <i>fractions</i>	9.1ABCD	1, 2, 3, 6		
	2. Create artwork through drawing that reproduces the human body in proportion. INTERDISCIPLINARY – MATH <i>fractions</i>	9.1ABCD	1, 2, 3, 6		
	3. Create a landscape scene with foreground, middleground and background.	9.1ABCD	1, 2, 3, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: 4
STRAND: III. ART HISTORY	SUBSTRAND:

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery																												
<p>• ARTISTS or STYLES, MASTERPIECES, PERIODS & FOCUS POINTS</p>	<p><i>The student will:</i></p> <p>1. Identify historically significant artists or styles, masterpieces, periods and focus points.</p>	9.2ABCDE FG	4																														
	<table border="1"> <thead> <tr> <th>ARTIST or PERIOD</th> <th>MASTERPIECES</th> <th>PERIOD/Style</th> <th>FOCUS POINTS</th> </tr> </thead> <tbody> <tr> <td>Kahlo</td> <td>Teacher selected</td> <td>MODERN/ <i>Mexican</i></td> <td>portraits</td> </tr> <tr> <td>Da Vinci</td> <td>Teacher selected: inventions</td> <td>RENAISSANCE/</td> <td></td> </tr> <tr> <td>Michael-angelo</td> <td><i>Sistine Chapel</i></td> <td>RENAISSANCE/</td> <td>figure studies</td> </tr> <tr> <td>Seurat</td> <td><i>Sunday Afternoon in the Park</i></td> <td>MODERN/Post-Impressionism; pointillism</td> <td>pointillism</td> </tr> <tr> <td>Picasso</td> <td>Teacher selected</td> <td>MODERN/ Cubism</td> <td>Abstract, Father of Cubism</td> </tr> <tr> <td>Middle Ages</td> <td>Teacher selected: I.e. cathedrals, castles & dragons</td> <td>MIDDLE AGES</td> <td></td> </tr> </tbody> </table>					ARTIST or PERIOD	MASTERPIECES	PERIOD/Style	FOCUS POINTS	Kahlo	Teacher selected	MODERN/ <i>Mexican</i>	portraits	Da Vinci	Teacher selected: inventions	RENAISSANCE/		Michael-angelo	<i>Sistine Chapel</i>	RENAISSANCE/	figure studies	Seurat	<i>Sunday Afternoon in the Park</i>	MODERN/Post-Impressionism; pointillism	pointillism	Picasso	Teacher selected	MODERN/ Cubism	Abstract, Father of Cubism	Middle Ages	Teacher selected: I.e. cathedrals, castles & dragons	MIDDLE AGES	
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Middle Ages	Teacher selected: I.e. cathedrals, castles & dragons	MIDDLE AGES																															
<p>INTERDISCIPLINARY – HISTORICAL & CULTURAL CONNECTIONS</p>																																	

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: 4
STRAND: III. ART HISTORY	SUBSTRAND:

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• MULTI-CULTURAL ART	<i>The student will:</i>				
	2. Identify other significant Art History items referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including: a. NONE INTERDISCIPLINARY – HISTORICAL & CULTURAL CONNECTIONS	9.2ABCDEF G	4		
	3. Identify Roman, Gothic and Modern/Contemporary architectural styles. INTERDISCIPLINARY – SOCIAL STUDIES	9.2ABCDEF G	4		
	4. Create artwork in the Roman, Gothic and Modern/Contemporary architectural styles. (I.e. castles, cathedrals) INTERDISCIPLINARY – SOCIAL STUDIES	9.1ABCD 9.2ABCDEF G	1, 2, 3, 4,		
	5. Identify significant multicultural art referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including examples such as: a. NONE INTERDISCIPLINARY – SOCIAL STUDIES	9.2ABCDEF G	4		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 4	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ANALYSIS	<p><i>The student will:</i></p> <p>1. Apply Elements of Art and Principles of Design using appropriate vocabulary and prescribed criteria to analyze selected student artwork (their own and others) and masterpieces in a variety of historical and cultural contexts to determine how the objectives of the lesson have been met with regard to:</p> <ul style="list-style-type: none"> a. technique b. process c. craftsmanship <p>Methods of informal and formal assessment: peer to peer dialogue, small group dialogue and oral responses</p>	9.3ABCDE	5		
	2. Use appropriate vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works of art.	9.3ABCDEF	5		
• INTERDISCIPLINARY TRANSFER	<p>3. Compare how ideas and concepts are communicated through visual art to how they are expressed in other art forms (music, theatre, dance, etc.) and other academic disciplines.</p> <p>INTERDISCIPLINARY</p>	9.3ABCDEF	5, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 4	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • CREATIVITY • APPROACH 	<p><i>The student will:</i></p> <p>4. Evaluate the creative process involved in the development of artwork concerning:</p> <ul style="list-style-type: none"> a. fostering individuality/independent approach b. the process itself; managing the sequence from start to completion c. proper use of tools and materials d. free thinking/imagination/expressiveness/out of their own mind's eye 	9.3ABCDEF	5		
	5. Describe the positive and negative roles of the visual arts, past and present.	9.3ABCDEF G	5		
	6. Develop a positive feeling toward what has been created by self and others.	9.1I 9.3ABCDEF	5		
	<ul style="list-style-type: none"> a. appropriate feedback & reinforcement from teacher b. exhibition c. gallery walk-through d. approach to self and peer criticism 				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 4	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• CREATE, PERCEIVE & RESPOND AESTHETICALLY	<i>The student will:</i>				
	1. Describe the meaning or purpose of his or her artwork.	9.4ABCD	5		
	2. Describe his or her feelings as a personal response to viewing selected artwork and the environment, using appropriate art vocabulary.	9.4ABCD	5		
	3. Recognize the artwork of others as important.	9.4ABCD	5		
	4. Create fantasy environments while distinguishing between environments as reality or fantasy.	9.4ABCD	5		
	5. Identify how an individual artist’s background and experiences affect how artwork is created and how meaning is conveyed.	9.4ABCD	5		
	6. Identify how the <i>Elements of Art</i> and <i>Principles of Design</i> applied from the curriculum for this grade level are used to tell a story or to convey feeling in his or her own and selected artwork.	9.4ABCD	5		
	7. Identify how the environment and time period affect how artwork is created and how meaning is conveyed.	9.4ABCD	4, 5		
8. Identify expressive symbols that show philosophical meaning.	9.4ABCD	5			

WEST ALLEGHENY SCHOOL DISTRICT VISUAL ARTS CURRICULUM

FIFTH GRADE



	Visual Arts Skills/Concepts Addressed in Each Grade Level/Course
Strand	ELEMENTARY – FIFTH GRADE
	The following skills/concepts will be covered throughout the year.
Elements of Art	<p>Create artwork reflecting specific objectives within the <i>Elements of Art</i>, including:</p> <ol style="list-style-type: none"> 1. LINE. Define and use stipple, hatching and cross-hatching techniques to create scratch art. Use contour, interior, gestural and direction lines. Use rulers and templates. Use interior lines and dots to create texture and pattern. Create a portrait in correct proportions. Use line to show movement, mood and emotion. 2. SHAPE. Use and combine 2-D shapes and 3-D forms. Use shading on 2-D shapes to make them appear 3-D. Use tools properly. 3. VALUE. Use tints and shades. Show the volume of a 3-D form in a 2-D drawing. 4. FORM. Use 3-D ellipses and wedges. 5. TEXTURE. Use lines to suggest texture and pattern. Create collages. Use decorative textures. 6. SPACE. Use positive and negative space. Emphasize space in objective and/or non-objective art. 7. COLOR. Name complementary colors. Use primary, secondary, blended, warm/cool, intermediate/tertiary, neutral and complementary colors.
Principles of Design	<p>Create artwork reflecting specific objectives within the <i>Principles of Design</i>, including:</p> <ol style="list-style-type: none"> 1. CONTRAST. Use the <i>Elements of Art</i> to illustrate contrast. 2. MOVEMENT. Identify and create an optical illusion. Create gesture drawings of figures in motion. Use the <i>Elements of Art</i> to illustrate movement. 3. EMPHASIS. Use emphasis to convey a theme or message. Use the <i>Elements of Art</i> to illustrate emphasis. 4. BALANCE. Use the <i>Elements of Art</i> to illustrate balance. 5. UNITY. Use the <i>Elements of Art</i> to illustrate unity. 6. RHYTHM. Identify expressive use of line. Express ideas, feelings and emotions by repeating a variety of lines to generate rhythm. Use the <i>Elements of Art</i> to illustrate rhythm. 7. PROPORTION. Use the <i>Elements of Art</i> to illustrate proportion.
Art History	<ul style="list-style-type: none"> • Identify historically significant artists or styles, masterpieces, periods and focus points: Pollock, Durer, Van Gogh & Bearden
Criticism	<ul style="list-style-type: none"> • Use appropriate vocabulary and prescribed criteria in applying <i>Elements of Art</i> and <i>Principles of Design</i> to analyze selected student artwork (their own and others) and masterpieces to determine how the objectives of the lesson have been met with regard to technique, process and craftsmanship. • Use appropriate vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works of art. • Use appropriate vocabulary and prescribed criteria to compare how ideas and concepts are communicated through visual art as expressed in other art forms and academic disciplines. • Nurture creativity and develop the creative process • Describe the positive and negative roles of the visual arts, past and present. • Develop a positive feeling toward what has been created by self and others.
Aesthetics	<ul style="list-style-type: none"> • Describe the meaning or purpose of his or her artwork. Describe his or her feelings as a personal response to viewing selected artwork, using appropriate art vocabulary. Recognize the artwork of others as important. Identify how the Elements and Principles are used to tell a story or convey feeling. Identify how an individual artist’s background and experiences as well as the environment and time period affect how artwork is created and how meaning is conveyed. Identify expressive symbols that show philosophical meaning. NEW. Recognize movement and rhythm as it relates to both art and music.

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 5	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 1. LINE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT LINE • TOOLS • USING LINE 	<i>The student will:</i> 1. Identify stipple, hatching and cross-hatching techniques in selected artwork.	9.1AC	2		
	2. Identify gestural lines in selected artwork.	9.1AC	2		
	3. Differentiate among contour, interior, gestural and directional (vertical, horizontal, diagonal and parallel) lines in selected artwork.	9.1AC	2		
	4. Use rulers to draw straight lines. INTERDISCIPLINARY – MATH	9.1ABCDH	1, 6		
	5. Use templates to draw contour lines. INTERDISCIPLINARY – MATH	9.1ABCDH	1, 6		
	6. Create scratch art emphasizing stipple, hatching and cross-hatching techniques.	9.1ABCD	1, 2, 3		
	7. Create artwork using interior lines and dots to create texture and pattern. RESOURCES: Durer - <i>Rhino</i>	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 5	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 1. LINE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<p><i>The student will:</i></p> <p>8. Create artwork using gestural lines to show physical movement. RESOURCES: Haring INTERDISCIPLINARY – MATH & SCIENCE</p> <p>9. Create artwork emphasizing contour, interior, gestural and directional lines. (I.e. human and animal figures) RESOURCES: Degas</p> <p>10. Create a portrait in correct proportions. INTERDISCIPLINARY – MATH</p> <p>11. Create artwork using line to show movement, mood and emotion. RESOURCES: Munch AESTHETICS</p>	<p>9.1ABCD</p> <p>9.1ABCD</p> <p>9.1ABCD</p> <p>9.1ABCD 9.4BD</p>			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 5	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 2. SHAPE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • TOOLS • USING SHAPE 	<i>The student will:</i> 1. Use tools properly. (I.e. compass, rulers)	9.1ABCDH	1		
	2. Create artwork using and combining a variety of 2-D shapes and 3-D forms. INTERDISCIPLINARY – MATH	9.1ABCD	1, 2, 3, 6		
	3. Create artwork that uses shading on 2-D shapes to make them appear 3-D.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 5	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 3. VALUE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING VALUE	<i>The student will:</i> 1. Use value to show the volume of a 3-D form in a 2-D drawing.	9.1ABCD	1, 2, 3		
	2. Create artwork emphasizing the use of tints and shades.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 5	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 4. FORM	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT FORM	<i>The student will:</i> 1. Identify ellipse and wedge as 3-D forms. INTERDISCIPLINARY – MATH	9.1AC	2, 6		
	2. Identify ellipses and wedges in selected artwork and in the environment. INTERDISCIPLINARY – MATH	9.1AC	2, 6		
• USING FORM	3. Create artwork using and combining a variety of 2-D shapes and 3-D forms. (I.e. graphic designs, Sculpy sculptures, beads and jewelry) INTERDISCIPLINARY – MATH	9.1ABCD	1, 2, 3, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 5	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 5. TEXTURE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT TEXTURE	<i>The student will:</i>				
	1. Discriminate between tactile texture as how it actually feels and implied or visual texture as how it looks like it feels.	9.1AC	2		
	2. Identify types of lines and how they suggest texture and pattern in selected artworks. (I.e. hairy, wavy, weaving, furry & prickly) INTERDISCIPLINARY – LANGUAGE ARTS	9.1AC	2, 6		
	3. Define a collage as using a collection of items to create a tactile design.	9.1AC	2		
	4. Identify texture as the surface quality of an object, 'the way it feels'.	9.1AC	2		
• USING TEXTURE	5. Identify the texture of selected artwork and in the environment.	9.1AC	2		
	6. Create 2-D and/or 3-D artwork emphasizing texture and pattern. (I.e. feathers, drawings, paintings, brushstrokes, mixed media)	9.1ABCD	1, 2, 3		
	7. Create 2-D and/or 3-D artwork with a variety of decorative textures. (I.e. paper, yarn, fabric, paint and man-made materials)	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 5	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 6. SPACE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT SPACE • USING SPACE 	<i>The student will:</i> 1. Identify positive space as the area within shapes and forms and negative space as the area outside shapes and forms.	9.1AC	2		
	2. Identify positive and negative space within selected artwork.	9.1AC	2		
	3. Create artwork that emphasizes the use of positive and negative space. (I.e. silhouettes)	9.1ABCD	1, 2, 3		
	4. Create objective and/or non-objective artwork emphasizing space.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 5	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 7. COLOR	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT COLOR	<i>The student will:</i>				
	1. Name the complementary colors: red-green, yellow-purple, and blue-orange.	9.1AC	2		
	2. Locate the complementary colors opposite on the color wheel.	9.1AC	2		
	3. Identify complementary colors in selected artwork and the environment. RESOURCES: Van Gogh, Picasso	9.1AC	2		
• USING COLOR	4. Identify primary, secondary, blended, warm/cool, intermediate/tertiary, and neutral colors in selected artwork and the environment.	9.1AC	2		
	5. Create artwork using primary, secondary, blended, warm/cool, intermediate/tertiary, and neutral colors.	9.1ABCD	1, 2, 3		
	6. Create artwork using warm and cool colors to portray emotion, mood or time of day. RESOURCES: Pollock – abstract expressionism AESTHETICS	9.1ABCD 9.4BD	1, 2, 3, 5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 5	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 1. CONTRAST	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT CONTRAST • USING CONTRAST 	<i>The student will:</i> 1. Identify contrast in selected artwork and the environment.	9.1AC	2		
	2. Create artwork using the <i>Elements of Art</i> (Line, Shape, Value, Form, Texture, Space and Color) to illustrate contrast as a <i>Principle of Design</i> .	9.1ABCD	2		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 5	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 2. MOVEMENT	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT MOVEMENT • USING MOVEMENT 	<p><i>The student will:</i></p> <p>1. Identify an optical illusion in selected artwork.</p>	9.1AC	2		
	<p>2. Reproduce an optical illusion that manipulates line. (I.e. concave, convex point, pyramid line, woven line, patterns of motion) RESOURCES: Riley INTERDISCIPLINARY – SCIENCE <i>Concave and convex.</i></p>	9.1ABC	2, 6		
	<p>3. Create an optical illusion in the style of op-art. (I.e. concave, convex point, pyramid line, woven line, patterns of motion)</p>	9.1ABCD	1, 2, 3		
	<p>4. Create artwork using the <i>Elements of Art</i> (Line, Shape, Value, Form, Texture, Space and Color) to illustrate movement as a <i>Principle of Design</i>.</p>	9.1ABCD	1, 2, 3		
	<p>5. Create gesture drawings of figures in motion. (I.e. human, animal)</p>	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 5	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 3. EMPHASIS	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING EMPHASIS	<i>The student will:</i> 1. Create artwork manipulating the <i>Elements of Art</i> to show emphasis of a theme or message. (I.e. posters, contests, Reflections, patriotism, holiday cards) INTERDISCIPLINARY – SOCIAL STUDIES INTERDISCIPLINARY – WRITING	9.1ABCDEI 9.2ABCDEF G	1, 2, 3, 4, 5, 6		
	2. Create artwork using the <i>Elements of Art</i> (Line, Shape, Value, Form, Texture, Space and Color) to illustrate emphasis as a <i>Principle of Design</i> .	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 5	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 4. BALANCE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • USING BALANCE 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Create artwork using balance to equalize the relative importance of differing components within the composition. 2. Create artwork using the <i>Elements of Art</i> (Line, Shape, Value, Form, Texture, Space and Color) to illustrate balance as a <i>Principle of Design</i>. 	<p>9.1ABCD</p> <p>9.1ABCD</p>			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 5	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 5. UNITY	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • USING UNITY 	<p><i>The student will:</i></p> <p>1. Create artwork using the <i>Elements of Art</i> (Line, Shape, Value, Form, Texture, Space and Color) to illustrate unity as a <i>Principle of Design</i>.</p>	9.1ABCD			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 5	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 6. RHYTHM	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT RHYTHM	<i>The student will:</i>				
	1. Identify rhythm as the careful placement of repeated elements in a work of art to cause a visual tempo or beat.	9.1AC	2		
	2. Identify rhythm in selected artwork and the environment.	9.1AC	2		
• USING RHYTHM	3. Identify expressive use of line that generates rhythm in selected artwork. AESTHETICS	9.1AC 9.4BD	2, 5		
	4. Create artwork that expresses ideas, feelings and emotions by repeating a variety of lines to generate rhythm. (I.e. non-objective art, op art and pop art, optical illusion) RESOURCES: Riley, Lichenstein, Van Gogh, Miro, Pollock AESTHETICS	9.1ABCD 9.1BD	1, 2, 3, 5		
	5. Create artwork using the <i>Elements of Art</i> (Line, Shape, Value, Form, Texture, Space and Color) to illustrate rhythm as a <i>Principle of Design</i> .	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 5	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 7. PROPORTION	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • USING PROPORTION 	<p><i>The student will:</i></p> <p>1. Create artwork using the <i>Elements of Art</i> (Line, Shape, Value, Form, Texture, Space and Color) to illustrate proportion as a <i>Principle of Design</i>. RESOURCES: Van Gogh - <i>Bedroom, Boats on Shore</i></p>	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: 5
STRAND: III. ART HISTORY	SUBSTRAND:

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery																				
<p>• ARTISTS or STYLES, MASTERPIECES, PERIODS & FOCUS POINTS</p>	<p><i>The student will:</i></p> <p>1. Identify historically significant artists or styles, masterpieces, periods and focus points.</p>	<p>9.2ABCDEF GH</p>	<p>4</p>																						
	<table border="1"> <thead> <tr> <th>ARTIST or PERIOD</th> <th>MASTERPIECES</th> <th>PERIOD/Style</th> <th>FOCUS POINTS</th> </tr> </thead> <tbody> <tr> <td>Pollock</td> <td>Teacher selected</td> <td>CONTEMPORARY/ Abstract Expressionism</td> <td></td> </tr> <tr> <td>Durer</td> <td>Teacher selected</td> <td>RENAISSANCE</td> <td>line</td> </tr> <tr> <td>Van Gogh</td> <td>Teacher selected</td> <td>MODERN/Post- Impressionism</td> <td>painterly style</td> </tr> <tr> <td>Bearden</td> <td>Teacher selected</td> <td>CONTEMPORARY/ <i>American</i></td> <td>Pittsburgh artist; collage</td> </tr> </tbody> </table>					ARTIST or PERIOD	MASTERPIECES	PERIOD/Style	FOCUS POINTS	Pollock	Teacher selected	CONTEMPORARY/ Abstract Expressionism		Durer	Teacher selected	RENAISSANCE	line	Van Gogh	Teacher selected	MODERN/Post- Impressionism	painterly style	Bearden	Teacher selected	CONTEMPORARY/ <i>American</i>	Pittsburgh artist; collage
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<p>INTERDISCIPLINARY – HISTORICAL & CULTURAL CONNECTIONS</p>																									

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 5	
STRAND: III. ART HISTORY		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• MULTICULTURAL ART	<p><i>The student will:</i></p> <p>2. Identify other significant Art History items referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including:</p> <p>a. NONE</p> <p>INTERDISCIPLINARY – HISTORICAL & CULTURAL CONNECTIONS</p>	9.2ABCDEFG	4		
	<p>3. Identify significant multicultural art referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including examples such as::</p> <p>a. NONE</p> <p>INTERDISCIPLINARY – SOCIAL STUDIES</p>	9.2ABCDEFG	4		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: 5
STRAND: IV. CRITICISM	SUBSTRAND:

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ANALYSYIS 	<p><i>The student will:</i></p> <p>1. Apply Elements of Art and Principles of Design using appropriate vocabulary and prescribed criteria to analyze selected student artwork (their own and others) and masterpieces in a variety of historical and cultural contexts to determine how the objectives of the lesson have been met with regard to:</p> <ul style="list-style-type: none"> a. technique b. process c. craftsmanship <p>Methods of informal and formal assessment: peer to peer dialogue, small group dialogue and oral responses</p>	9.3ABCDE	5		
	<p>2. Use appropriate vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works of art.</p>	9.3ABCDE F	5		
	<ul style="list-style-type: none"> • INTERDISCIPLIN- ARY TRANSFER <p>3. Compare how ideas and concepts are communicated through visual art to how they are expressed in other art forms (music, theatre, dance, etc.) and other academic disciplines. INTERDISCIPLINARY</p>	9.3ABCDE F	5, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 5	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• CREATIVITY	<i>The student will:</i>				
	4. Evaluate the creative process involved in the development of artwork concerning: <ul style="list-style-type: none"> a. fostering individuality/independent approach b. the process itself; managing the sequence from start to completion c. proper use of tools and materials d. free thinking/imagination/expressiveness/out of their own mind's eye 	9.3ABCDE F	5		
• APPROACH	5. Describe the positive and negative roles of the visual arts, past and present.				
	6. Develop a positive feeling toward what has been created by self and others. <ul style="list-style-type: none"> a. appropriate feedback & reinforcement from teacher b. exhibition c. gallery walk-through d. approach to self and peer criticism 	9.3ABCDE FG 9.1I 9.3ABCDE F	5 5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 5	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<p>• CREATE, PERCEIVE & RESPOND AESTHETICALLY</p>	<p><i>The student will:</i> FROM ELEMENTS OF ART & PRINCIPLES OF DESIGN STRANDS</p>				
	<p>LINE 11. Create artwork using line to show movement, mood and emotion.</p>				
	<p>COLOR 6. Create artwork using warm and cool colors to portray emotion, mood or time of day.</p>				
	<p>RHYTHM 3. Identify expressive use of line that generates rhythm in selected artwork.</p> <p>4. Create artwork that expresses ideas, feelings and emotions by repeating a variety of lines to generate rhythm. (I.e. non-objective art, op art and pop art, optical illusion)</p>				
	<p>1. Describe the meaning or purpose of his or her artwork.</p>	9.4ABCD	5		
<p>2. Describe his or her feelings as a personal response to viewing selected artwork and the environment, using appropriate art vocabulary.</p>	9.4ABCD	5			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 5	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<i>The student will:</i>				
	3. Recognize the artwork of others as important.	9.4ABCD	5		
	4. Create fantasy environments while distinguishing between environments as reality or fantasy.	9.4ABCD	5		
	5. Identify how an individual artist’s background and experiences affect how artwork is created and how meaning is conveyed.	9.4ABCD	5		
	6. Identify how the <i>Elements of Art</i> and <i>Principles of Design</i> applied from the curriculum for this grade level are used to tell a story or to convey feeling in his or her own and selected artwork.	9.4ABCD	5		
	7. Identify how the environment and time period affect how artwork is created and how meaning is conveyed.	9.4ABCD	4, 5		
	8. Identify expressive symbols that show philosophical meaning.	9.4ABCD	5		
	9. Recognize movement and rhythm as it relates to art and music by creating artwork while listening and ‘feeling’ a variety of music and expressing its movement and rhythm. (I.e. slow and fast music, ‘jazzy’ music)	9.4ABCD	5, 6		

**WEST ALLEGHENY SCHOOL DISTRICT
VISUAL ARTS CURRICULUM**

**ELEMENTARY ADAPTIVE
ART**



	Visual Arts Skills/Concepts Addressed in Each Grade Level/Course
Strand	ELEMENTARY – ADAPTIVE ART
	The following skills/concepts will be covered throughout the year.
<p>Emphasis</p> <ul style="list-style-type: none"> • SENSORY: VISUAL, TOUCH, SMELL • GROSS & FINE MOTOR SKILLS • INTERDISCIPLINARY LINKS 	<ol style="list-style-type: none"> 1. Create 2-D & 3-D artwork as craft projects, usually including recognizable subjects, emphasizing the sensory, expressive and experiential aspects of the processes involved. 2. Create 2-D & 3-D experiential artwork focusing on the sensory, expressive and therapeutic aspects of the processes involved, not as ‘projects’ per se. 3. Use traditional art processes to create artwork. 4. Use traditional art materials to create artwork. 5. Manipulate traditional and adapted tools to develop gross and fine motor skills in creating artwork: 6. Develop process skills and interdisciplinary links that are involved in creating artwork.
Criticism	Evaluate if correct process skills were followed when creating artwork.
Aesthetics	Experience aesthetics/emotions/feelingfulness through creating artwork.

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: ELEMENTARY ADAPATIVE ART (K-5)
STRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • SENSORY: VISUAL, TOUCH, SMELL • GROSS & FINE MOTOR SKILLS • INTERDISCIPLINARY LINKS 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Create 2-D & 3-D artwork as craft projects, usually including recognizable subjects, emphasizing the sensory, expressive and experiential aspects of the processes involved. (I.e. seasonal, holidays, nature, collages of all kinds, bird houses, ice cream cones, murals, dinosaurs, kites, sports-related, drums, rain sticks, headbands, masks, hats, beading necklaces, pins, animals, mosaics) 2. Create 2-D & 3-D experiential artwork focusing on the sensory, expressive and therapeutic aspects of the processes involved, not as ‘projects’ per se, such as: <ol style="list-style-type: none"> a. chalk drawings on cement outdoors b. crayon resist c. shaving cream/whipped as ‘finger paint’ on paper 3. Use traditional art processes to create artwork, such as: <ol style="list-style-type: none"> a. painting b. tracing with patterns and stencils c. printmaking d. sponge painting e. finger painting f. string painting 	<p>9.1BCEHI 9.2A</p> <p>9.1BCH</p> <p>9.1BCHI</p>	<p>1, 3, 5, 6</p> <p>1, 3, 5, 6</p> <p>1, 3, 5, 6</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: ELEMENTARY ADAPATIVE ART (K-5)
STRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<p><i>The student will:</i></p> <p>4. Use traditional art materials to create artwork, such as:</p> <ul style="list-style-type: none"> a. watercolors, poster paint and finger paint b. markers (i.e. ‘scented markers) SENSORY: SMELL c. chalk for outdoor drawing on cement d. stamps and ink e. clay f. beading g. coloring books (including those that change color when painted on) h. foam pieces i. stickers j. crayons k, balloons l. feathers m. glitter 	<p>9.1BCHI</p> <p>9.2A</p>	<p>1, 3, 5, 6</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: ELEMENTARY ADAPATIVE ART (K-5)
STRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<i>The student will:</i> 5. Manipulate traditional and adapted tools to develop gross and fine motor skills in creating artwork: a. glue sticks b. scissors c. stencils and patterns d. paint brushes e. paint trays 6. Develop process skills and interdisciplinary links that are involved in creating artwork., such as: a. following directions b. following prompts c. repeating directions d. modeling a sample e. appropriate behavior f. handling materials	9.1BCHI 9.1BCHI	1, 6 1, 5, 6		

**WEST ALLEGHENY
SCHOOL DISTRICT**

**MIDDLE SCHOOL
VISUAL ARTS
CURRICULUM
6-8**



WEST ALLEGHENY SCHOOL DISTRICT

Subject: VISUAL ARTS

Grade Level: MIDDLE SCHOOL – GRADES 6-8



ACADEMIC STANDARDS FOR VISUAL ARTS

ACADEMIC STANDARDS:

Pennsylvania Academic Standards for Arts & Humanities

9.1 Production, Performance & Exhibition of Dance, Music, Theatre & Visual Arts

- A. Elements & Principles in each Art Form
- B. Demonstration of Dance, Music, Theatre & Visual Arts
- C. Vocabulary within each Art Form
- D. Styles in Production, Performance & Exhibition
- F. Historical & Cultural Production, Performance & Exhibition
- G. Function & Analysis of Rehearsals & Practice Sessions
- H. Safety Issues in the Arts
- I. Community Performances & Exhibitions
- J. Technologies in the Arts
- K. Technologies in the Humanities

9.2 Historical & Cultural Contexts

- A. Context of works in the Arts
- B. Chronology of works in the Arts
- C. Styles & Genres in the Arts
- D. Historical & Cultural Perspectives
- E. Historical & Cultural Impact on works in the Arts
- F. Vocabulary for Historical & Cultural Contexts
- G. Geographic Regions in the Arts
- H. PA Artists
- I. Philosophical Context of works in the Arts
- J. Historical Differences of works in the Arts
- K. Traditions within works in the Arts
- L. Common Themes in works in the Arts

9.3 Critical Response

- A. Critical Processes
- B. Define Criteria
- C. Classifications
- D. Vocabulary for Criticism
- E. Types of Analysis
- F. Compare Meanings
- G. Critics in the Arts

9.4 Aesthetic Response

- A. Philosophical Studies
- B. Aesthetic Interpretation
- C. Environmental Influences
- D. Artistic Choices

National Standards for Arts Education: VISUAL ARTS

1. Understanding and applying media, techniques and processes.
2. Using knowledge of structures and functions.
3. Choosing and evaluating a range of subject matter, symbols and ideas.
4. Understanding the visual arts in relation to history and culture.
5. Reacting upon and assessing the characteristics and merits of their work and the work of others.
6. Making connections between the visual arts and other disciplines.

COURSE DESCRIPTION:

A student enrolled in Visual Arts in sixth through eighth grade will have the opportunity to develop a comprehensive art background through academic study and active participation. Emphasis is placed upon developing concepts and production skills, creativity, informed criticism techniques, written artist statements, aesthetic perception and response, original thinking, problem-solving strategies, and an appreciation of historical and cultural contexts. Focus is also placed upon individual summative assessments. Exhibition continues to be stressed, both throughout the building and at the annual art show.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

No Textbook
Supplemental Teacher-Selected Materials

ASSESSMENTS:

Teacher Observation
Other Formative Assessments
In-Class Performance
Participation
Summative Assessments

TECHNOLOGY USED:

Computers
Scanners
SmartBoard
Digital Cameras
Teacher-Selected Software, including:
 Microsoft Paint
 Photoshop
 KidPix

**WEST ALLEGHENY SCHOOL DISTRICT
VISUAL ARTS CURRICULUM**

SIXTH GRADE



	Visual Arts Skills/Concepts Addressed in Each Grade Level/Course
Strand	MIDDLE SCHOOL - SIXTH GRADE
	The following skills/concepts will be covered throughout the year.
Elements of Art	<p>Create artwork reflecting specific objectives within the <i>Elements of Art</i>, including:</p> <ol style="list-style-type: none"> 1. LINE. Emphasize line and symmetry. 2. SHAPE. Use 2-D shapes, positive shape and negative space. 3. VALUE. Use tints and shades. 4. FORM. Use 3-D forms. Transform a 2-D shape into a 3-D form. 5. TEXTURE. Use more variation and realism in texture and pattern. Use decorative textures. 6. SPACE. Manipulate depth and positive/negative space through both additive and subtractive techniques. 7. COLOR. Name and use primary, secondary, blended, warm/cool, intermediate/tertiary, neutral and complementary colors.
Principles of Design	<p>Create artwork reflecting specific objectives within the <i>Principles of Design</i>, including:</p> <ol style="list-style-type: none"> 1. CONTRAST. Identify complementary colors as opposites on the color wheel that cause the eye to perceive contrast resulting in movement or vibration. 2. MOVEMENT. Use repetition of line, shape and/or color, which allows the eye to move throughout the composition, to show visual movement. Use repetition of line to cause a vibrational ‘motion’ through directional eye movement. 3. EMPHASIS. Use emphasis in applying the <i>Elements of Art</i> in both realistic and abstract treatments. 4. BALANCE. Use balance, symmetrical balance and asymmetrical balance in applying the <i>Elements of Art</i> in creating 2-D and 3-D artwork. 5. UNITY. Identify unity through concepts such as ‘complete’, ‘finished’, ‘looking as a whole’, ‘tie things together’, ‘look like it belongs’, and ‘interest’. Define harmony as the arrangement of elements within a composition in a way that is pleasing to the eye. Create artwork that has unity while using appropriate variety within and among the <i>Elements of Art</i> to add interest. 6. RHYTHM. Use repetition of line and pattern through universal symbols to show movement in non-objective artwork and op art. 7. PROPORTION. Show logical relationships within and among sizes, amounts and placements.
Art History	<ul style="list-style-type: none"> • Identify historically significant artists or styles, masterpieces, & periods: Klee, Greek Art, Matisse • Identify significant multicultural art: origami; Inuit (Eskimo) soap carvings; African, Native American or Aboriginal masks; Huichol Indian (Mexico) yarn paintings; Navajo Indian sand paintings; Eskimo line and value drawings
Criticism	<ul style="list-style-type: none"> • Use appropriate vocabulary and prescribed criteria in applying <i>Elements of Art</i> and <i>Principles of Design</i> to analyze selected student artwork (their own and others) and masterpieces to determine how the objectives of the lesson have been met with regard to technique, process and craftsmanship. • Use appropriate vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works of art. • Use appropriate vocabulary and prescribed criteria to compare how ideas and concepts are communicated through visual art as expressed in other art forms and academic disciplines. • Nurture creativity and develop the creative process • Describe the positive and negative roles of the visual arts, past and present. • Develop a positive feeling toward what has been created by self and others. • Use three types of critical analysis as appropriate for the MS level: formal, contextual and intuitive
Aesthetics	<p>ONGOING FROM EARLIER GRADES</p> <ul style="list-style-type: none"> • Describe the meaning or purpose of his or her artwork. Describe his or her feelings as a personal response to viewing selected artwork, using appropriate art vocabulary. Recognize the artwork of others as important. Identify how the Elements and Principles are used to tell a story or convey feeling. Identify how an individual artist’s background and experiences as well as the environment and time period affect how artwork is created and how meaning is conveyed. Identify expressive symbols that show philosophical meaning. Recognize movement and rhythm as it relates to both art and music. <p>NEW</p> <ul style="list-style-type: none"> • Create artwork by inventing original imagery to convey meaning, including visual symbolism and emotion. • Describe how artists draw from their experiences and beliefs to make choices in media, technique, subject matter and themes to communicate ideas through artwork. • Respond to philosophical statements about artwork.

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 6	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 1. LINE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING LINE	<i>The student will:</i> 1. Create artwork emphasizing line. (I.e. non-objective, op art, yarn painting, scratch art, Kente cloth) RESOURCES: Pollock, Davis, Riley, Klee)	9.1ABCD	2		
	2. Create artwork emphasizing symmetry. (I.e. insects) INTERDISCIPLINARY – SCIENCE	9.1ABCD	2, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 6	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 2. SHAPE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT SHAPE	<i>The student will:</i> 1. Identify positive shape and negative space in 2-D and 3-D art. (I.e. stained glass Rosetta windows) INTERDISCIPLINARY – SOCIAL STUDIES	9.1AC 9.2ABCDF G	2, 4		
	2. Differentiate among basic 2-D shapes within selected ' artwork and the environment. INTERDISCIPLINARY – MATH	9.1AC	2, 6		
• USING SHAPE	3. Create artwork using positive shape and negative space utilizing a variety of shapes. (I.e. Kente cloth, flip art, cut-out collage, mosaic) RESOURCES: Matisse, Beardon	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 6	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 3. VALUE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING VALUE	<i>The student will:</i> 1. Create artwork emphasizing value (I.e. pointillism). RESOURCES: Seurat, Signac	9.1ABCD	2		
	2. Create artwork emphasizing the use of tints and shades. RESOURCES: Mondrian	9.1ABCD	2		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 6	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 4. FORM	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT FORM • USING FORM 	<p><i>The student will:</i></p> <p>1. Differentiate among basic 3-D forms within selected artwork and the environment. INTERDISCIPLINARY – MATH</p> <p>2. Create artwork emphasizing form by transforming a 2-D shape into a 3-D form. (I.e. Matisse cubes, masks, origami, Inuit (Eskimo) soap carvings) INTERDISCIPLINARY – MATH</p>	<p>9.1AC</p> <p>9.1ABCD</p>	<p>2, 6</p> <p>1, 2, 3, 6</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 6	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 5. TEXTURE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING TEXTURE	<i>The student will:</i> 1. Create 2-D and 3-D artwork emphasizing more variation and realism in texture and pattern. (I.e. African, Native American or Aboriginal masks, feathers, drawings, paintings, brushstrokes, mixed media) INTERDISCIPLINARY – SOCIAL STUDIES	9.1ABCD 9.2ABCDEF G	1, 2, 3, 4		
	2. Create 2-D and 3-D artwork with a variety of decorative textures. (I.e. Huichol Indian (Mexico) yarn paintings, Navajo Indian sand paintings, paper, fabric, paint and man-made materials) INTERDISCIPLINARY – SOCIAL STUDIES	9.2ABCDEF G	1, 2, 3, 4		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 6	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 6. SPACE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING SPACE	<i>The student will:</i> 1. Create artwork using depth and positive/negative space. (I.e. ‘Sculpture in a Box’ in the style of Nevelson, flip art, design squares.) RESOURCES: Nevelson	9.1ABCD	1, 2, 3		
	2. Create 3-D artwork manipulating positive and negative space through both additive and subtractive techniques. (I.e. plaster and wire, clay)	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 6	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 7. COLOR	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT COLOR	<i>The student will:</i>				
	1. Name the complementary colors: red-green, yellow-purple, and blue-orange.	9.1AC	2		
	2. Locate the complementary colors opposite on the color wheel.	9.1AC	2		
	3. Identify complementary colors in selected artwork and the environment. RESOURCES: Van Gogh, Picasso	9.1AC	2		
	4. Name the primary, secondary and intermediate/tertiary colors.	9.1AC	2		
	5. Combine primary colors to make secondary colors.	9.1ABC	2		
	6. Combine primary and secondary colors to make intermediate/tertiary colors.	9.1ABC	2		
7. Identify warm and cool colors and neutral colors in selected artwork and the environment.	9.1AC	2			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 6	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 7. COLOR	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING COLOR	<i>The student will:</i>				
	8. Differentiate among primary, secondary, intermediate/tertiary, blended, warm/cool, and neutral colors in selected artwork and the environment.	9.1AC	2		
	9. Create artwork using primary, secondary and intermediate/tertiary colors. (I.e. pointillism, masks, iPod ad, yarn painting – different colors of yarn onto gestural lines of glue, Kente cloth) INTERDISCIPLINARY – SOCIAL STUDIES	9.1ABCD 9.2ABCDE FG	1, 2, 3, 4		
	10. Create artwork emphasizing warm and cool colors. (I.e. Glink – glue and ink paintings, iPod ad, fruit) RES: Pollock	9.1ABCD	1, 2, 3		
	11. Create artwork emphasizing complementary colors. (I.e. Matisse cubes, non-objective art, op art)	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: 6
STRAND: II. PRINCIPLES OF DESIGN	SUBSTRAND: 1. CONTRAST

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<p>• ABOUT CONTRAST</p> <p>• USING CONTRAST</p>	<p><i>The student will:</i></p> <p>1. Identify contrast as differences between or among items concerning the <i>Elements of Art</i>.</p>	9.1AC			
	<p>2. Identify contrast in selected artwork and the environment.</p>	9.1AC			
	<p>3. Identify complementary colors as opposites on the color wheel that cause the eye to perceive contrast resulting in movement or vibration.</p>	9.1AC			
	<p>4. Identify complementary colors in selected artwork.</p>	9.1AC			
	<p>5. Create artwork emphasizing contrast within the <i>Elements of Art</i>.</p>	9.1ABCD			
	<p>6. Create artwork with contrasts in color or black-white. (I.e. markers or colored pencil, non-objective vase face) RESOURCES: Aboriginal, Haring INTERDISCIPLINARY – SOCIAL STUDIES</p>	9.1ABCD 9.2ABCDEF G			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: 6
STRAND: II. PRINCIPLES OF DESIGN	SUBSTRAND: 2. MOVEMENT

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT MOVEMENT • USING MOVEMENT 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Define movement as actual motion, or the illusion of motion; repetition of elements. 2. Create artwork that shows visual movement using repetition of line, shape and/or color, which allows the eye to move throughout the composition. 3. Create artwork that uses repetition of line to cause a vibrational ‘motion’ through directional eye movement. (I.e. op art) RESOURCES: Riley 	<p>9.1AC</p> <p>9.1ABCD</p> <p>9.1ABCD</p>	<p>2</p> <p>1, 2, 3</p> <p>1, 2, 3</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 6	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 3. EMPHASIS	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT EMPHASIS • USING EMPHASIS 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Identify emphasis as an area of dominance or focus, center of interest, or object of importance to which the viewer’s eye is drawn. 2. Identify emphasis in selected artwork. 3. Create 2-D and 3-D artwork with appropriate choices concerning emphasis within the overall design in both realistic and abstract treatments. 	<p>9.1AC</p> <p>9.1AC</p> <p>9.1ABCD</p>	<p>2</p> <p>2</p> <p>1, 2, 3,</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 6	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 4. BALANCE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT BALANCE • USING BALANCE 	<i>The student will:</i>				
	1. Define balance as the distribution of visual weight.	9.1AC	2		
	2. Identify balance in selected artwork and the environment. (I.e. masks)	9.1AC	2		
	3. Define asymmetrical balance as two sides that are visually equal without being identical.	9.1AC	2		
	4. Identify asymmetrical balance in selected artwork and the environment. (I.e. masks)	9.1AC	2		
	5. Create 2-D artwork with appropriate choices concerning balance among the components within the overall design according to visual weight. (I.e. scratch art, Eskimo line and value drawings, gorilla head)	9.1ABCD	1, 2, 3		
	6. Create 3-D artwork with the physical balance needed for the project to remain upright, whether freestanding or with a base. INTERDISCIPLINARY – SCIENCE	9.1ABCD	1, 2, 3, 6		
7. Create 3-D sculpture with appropriate choices concerning balance among the components.	9.1ABCD	1, 2, 3			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 6	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 5. UNITY	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT UNITY	<i>The student will:</i>				
	1. Define unity as the sense of oneness or wholeness in a work of art.	9.1AC	2		
	2. Identify unity in selected artwork and his or her own artwork through concepts such as ‘complete’, ‘finished’, ‘looking as a whole’, ‘tie things together’, ‘look like it belongs’, and ‘interest’, while referencing the <i>Elements of Art</i> .	9.1AC	2		
	3. Define harmony as the arrangement of elements within a composition in a way that is pleasing to the eye.	9.1AC	2		
• USING UNITY	4. Identify harmony in selected artwork and his or her own artwork.	9.1AC	2		
	5. Create artwork that has unity while using appropriate variety within and among the <i>Elements of Art</i> to add interest.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 6	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 6. RHYTHM	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT RHYTHM • USING RHYTHM 	<i>The student will:</i> 1. Identify rhythm as the careful placement of repeated elements in a work of art to cause a visual tempo or beat.	9.1AC	2		
	2. Identify rhythm in selected artwork and the environment.	9.1AC	2		
	3. Create non-objective artwork and op art that uses repetition of line and pattern through universal symbols to show movement.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 6	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 7. PROPORTION	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT PROPORTION	<i>The student will:</i> 1. Identify proportion as the relationship within artwork between one part to another in terms of size (little/big), placement (where) and/or amount (quantity and surface coverage).	9.1AC	2		
	2. Identify proportion in selected artwork and the environment.	9.1AC	2		
• USING PROPORTION	3. Create artwork that shows logical relationships within and among sizes, amounts and placements. (I.e. 3-D masks, human or animal figure studies) INTERDISCIPLINARY – SCIENCE & SOCIAL STUDIES	9.1ABCD 9.2ABCDEFG	1, 2, 3, 4, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: 6
STRAND: III. ART HISTORY	SUBSTRAND:

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery																
<p>• ARTISTS or STYLES, MASTERPIECES, PERIODS & FOCUS POINTS</p>	<p><i>The student will:</i></p> <p>1. Identify historically significant artists or styles, masterpieces, periods and focus points.</p>	<p>9.2ABCDE FG</p>	<p>4</p>																		
	<table border="1"> <thead> <tr> <th>ARTIST or PERIOD</th> <th>MASTERPIECES</th> <th>PERIOD</th> <th>FOCUS POINTS</th> </tr> </thead> <tbody> <tr> <td>Klee</td> <td>Teacher selected</td> <td>MODERN</td> <td>line & shape</td> </tr> <tr> <td>Greek Art</td> <td>Mosaics</td> <td>CLASSIC CIVILIZATIONS/ Greek</td> <td>repetition</td> </tr> <tr> <td>Matisse</td> <td>Teacher selected; I.e. <i>Swimmer in the Aquarium</i></td> <td>MODERN/Post-Impressionism</td> <td>shape</td> </tr> </tbody> </table>					ARTIST or PERIOD	MASTERPIECES	PERIOD	FOCUS POINTS	Klee	Teacher selected	MODERN	line & shape	Greek Art	Mosaics	CLASSIC CIVILIZATIONS/ Greek	repetition	Matisse	Teacher selected; I.e. <i>Swimmer in the Aquarium</i>	MODERN/Post-Impressionism	shape
	ARTIST or PERIOD					MASTERPIECES	PERIOD	FOCUS POINTS													
	Klee					Teacher selected	MODERN	line & shape													
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<p>INTERDISCIPLINARY – HISTORICAL & CULTURAL CONNECTIONS</p>																					

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 6	
STRAND: III. ART HISTORY		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• MULTICULTURAL ART	<p><i>The student will:</i></p> <p>2. Identify other significant Art History items referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including:</p> <p style="padding-left: 20px;">a. NONE</p> <p>INTERDISCIPLINARY – HISTORICAL & CULTURAL CONNECTIONS</p>	9.2ABCDE FG	4		
	<p>3. Identify significant multicultural art referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including examples such as:</p> <p style="padding-left: 20px;">a. origami b. Inuit (Eskimo) soap carvings c. African, Native American or Aboriginal masks d. Huichol Indian (Mexico) yarn paintings e. Navajo Indian sand paintings f. Eskimo line and value drawings</p> <p>INTERDISCIPLINARY – SOCIAL STUDIES</p>	9.2ABCDE FG	4		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 6	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ANALYSIS	<p><i>The student will:</i></p> <p>1. Apply Elements of Art and Principles of Design using appropriate vocabulary and prescribed criteria to analyze selected student artwork (their own and others) and masterpieces in a variety of historical and cultural contexts to determine how the objectives of the lesson have been met with regard to:</p> <ul style="list-style-type: none"> a. style or theme b. quality of the content based on technique and process c. craftsmanship <p>Methods of informal and formal assessment: small group dialogue, oral responses, the student’s artist statement, written evaluation, teacher-made rubrics; teacher-made written assessments with focused criteria</p>	9.3ABCDE	5		
	<p>2. Use appropriate vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works of art.</p>	9.3ABCDEF	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 6	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • INTERDISCIPLINARY TRANSFER • CREATIVITY 	<p><i>The student will:</i></p> <p>3. Use three types of critical analysis as appropriate for the middle school level:</p> <ul style="list-style-type: none"> a. formal – discussion and evaluation of the elements and principles essential to works in the arts and humanities b. contextual – discussion and evaluation with consideration of factors surrounding the origin and heritage to works in the arts and humanities c. intuitive – discussion and evaluation of one’s subjective insight to works in the arts and humanities 	9.3ABCDEF	5		
	<p>4. Compare how ideas and concepts are communicated through visual art to how they are expressed in other art forms (music, theatre, dance, etc.) and other academic disciplines.</p> <p>INTERDISCIPLINARY</p>	9.3ABCDEF	5, 6		
	<p>5. Evaluate the creative process involved in the development of artwork concerning:</p> <ul style="list-style-type: none"> a. individuality/independent approach b. the process itself; managing the sequence from start to completion c. proper use of tools and materials d. free thinking/imagination/expressiveness/out of their own mind’s eye 	9.3ABCDEF	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 6	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • APPROACH 	<p><i>The student will:</i></p> <p>6. Describe the positive, negative and controversial roles of the visual arts, past and present.</p> <p>7. Develop a positive feeling toward what has been created by self and others.</p> <ul style="list-style-type: none"> a. appropriate feedback & reinforcement from teacher b. exhibition c. gallery walk-through d. approach to self and peer criticism 	9.3ABCDEF G	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 6	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• CREATE, PERCEIVE & RESPOND AESTHETICALLY	<i>The student will:</i> 1. Describe the meaning or purpose of his or her artwork and that the purpose of art can be to communicate and persuade.	9.4ABCD	5		
	2. Describe his or her feelings as a personal response to viewing selected artwork and the environment, using appropriate art vocabulary.	9.4ABCD	5		
	3. Recognize the artwork of others as important.	9.4ABCD	5		
	4. Create fantasy environments while distinguishing between environments as reality or fantasy.	9.4ABCD	5		
	5. Identify how an individual artist's background and experiences affect how artwork is created and how meaning is conveyed.	9.4ABCD	5		
	6. Describe how the <i>Elements of Art</i> and <i>Principles of Design</i> applied from the curriculum for this grade level are used to convey ideas, meanings, and/or feelings in his or her own and selected artwork.	9.4ABCD	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 6	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<i>The student will:</i>				
	7. Identify how the environment and time period affect how artwork is created and how meaning is conveyed.	9.4ABCD	4, 5		
	8. Identify expressive symbols that show philosophical meaning.	9.4ABCD	5		
	9. Recognize movement and rhythm as it relates to art and music by creating artwork while listening and ‘feeling’ a variety of music and expressing its movement and rhythm. (I.e. slow and fast music, ‘jazzy’ music)	9.4ABCD	5, 6		
	10. Create artwork by inventing original imagery to convey meaning, including visual symbolism and emotion.	9.4ABCD	5		
	11. Describe how artists draw from their experiences and beliefs to make choices in media, technique, subject matter and themes to communicate ideas through artwork.	9.4ABCD	5		
	12. Respond to philosophical statements about artwork.	9.4ABCD	5		

**WEST ALLEGHENY SCHOOL DISTRICT
VISUAL ARTS CURRICULUM**

SEVENTH GRADE



Visual Arts Skills/Concepts Addressed in Each Grade Level/Course	
Strand	MIDDLE SCHOOL - SEVENTH GRADE
	The following skills/concepts will be covered throughout the year.
Elements of Art	<p>Create artwork reflecting specific objectives within the <i>Elements of Art</i>, including:</p> <ol style="list-style-type: none"> 1. LINE. Use contour lines to show perception skills. Use one-point perspective. Emphasize line as calligraphy. Use line to show movement, mood and emotion. 2. SHAPE. Use value (shading) as shape. Create a 2-D contour drawing as the source of a 3-D rendering. Use contour line, shading, light source and shadow to make an object look 3-D on a 2-D surface. Emphasize shape created by negative space. 3. VALUE. Use tints and shades. Create monochromatic drawings. Emphasize value in life study drawings. 4. FORM. Create 3-D wire forms. Use folded paper, found objects or additive sculpture techniques. 5. TEXTURE. Create 2-D artwork with implied texture, through printmaking and with tactile surface embellishments. Use texture to achieve a lifelike appearance. 6. SPACE. Use one-point linear perspective. Emphasize foreground, middleground and background. Produce scratch art. Use additive and subtractive techniques. 7. COLOR. Reproduce masterpieces emphasizing color. Create a monochromatic life study.
Principles of Design	<p>Create artwork reflecting specific objectives within the <i>Principles of Design</i>, including:</p> <ol style="list-style-type: none"> 1. CONTRAST. Make color choices contrasting blended to hard-edged colors using tints, shades and complementary colors. Illustrate contrast using one-point perspective. 2. MOVEMENT. Relate subjects to one another in such a way to lead the eye in a prescribed order through the composition (dynamic movement). Create a 3-D (kinetic) sculpture where a component is moving. 3. EMPHASIS. Create 2-D and 3-D artwork with appropriate choices within the overall design, especially in placement that generates other results. (I.e. mood, emotion, realism, surrealism) 4. BALANCE. Use symmetrical balance in 2-D artwork and physical balance in 3-D sculpture. 5. UNITY. Manipulate unity and variety choices within a prescribed process with expanded parameters to show unity within 2-D and 3-D artwork. 6. RHYTHM. Use repetition of line and shapes to create rhythm. 7. PROPORTION. Use realistic or distorted/exaggerated proportions within a likeness of an original subject.
Art History	<ul style="list-style-type: none"> • Identify historically significant artists or styles, masterpieces, periods and focus points: Durer, Da Vinci, Massaccio, Van Gogh, wire sculpture in the style of Calder, murals in the style of Wyland • Identify significant multicultural art: origami
Criticism	<ul style="list-style-type: none"> • Use appropriate vocabulary and prescribed criteria in applying <i>Elements of Art</i> and <i>Principles of Design</i> to analyze selected student artwork (their own and others) and masterpieces to determine how the objectives of the lesson have been met with regard to technique, process and craftsmanship. • Use appropriate vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people's experiences influence the development of specific works of art. • Use appropriate vocabulary and prescribed criteria to compare how ideas and concepts are communicated through visual art as expressed in other art forms and academic disciplines. • Nurture creativity and develop the creative process • Describe the positive and negative roles of the visual arts, past and present. • Use three types of critical analysis as appropriate for the MS level: formal, contextual and intuitive
Aesthetics	<p>ONGOING FROM EARLIER GRADES</p> <ul style="list-style-type: none"> • Describe the meaning or purpose of his or her artwork. Describe his or her feelings as a personal response to viewing selected artwork, using appropriate art vocabulary. Recognize the artwork of others as important. Identify how the Elements and Principles are used to tell a story or convey feeling. Identify how an individual artist's background and experiences as well as the environment and time period affect how artwork is created and how meaning is conveyed. Identify expressive symbols that show philosophical meaning. Recognize movement and rhythm as it relates to both art and music. Create artwork by inventing original imagery to convey meaning, including visual symbolism and emotion. Describe how artists draw from their experiences and beliefs to make choices in media, technique, subject matter and themes to communicate ideas through artwork. Respond to philosophical statements about artwork.

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 7	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 1. LINE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT LINE • USING LINE 	<i>The student will:</i> 1. Identify the components of one-point perspective, including horizon lines and vanishing point.	9.1AC	2		
	2. Identify one-point perspective in selected artwork. RESOURCES: Massaccio – <i>Trinity</i> , DaVinci – <i>The Last Supper</i>	9.1AC	2		
	3. Create artwork utilizing contour lines to show perception skills. (I.e. multi-media, glue contours, guitar mania, self-portrait)	9.1ABCD	1, 2, 3		
	4. Create a 3-D composition based on contour line. (I.e. wire sculpture or mobile in the style of Calder)	9.1ABCD	1, 2, 3		
	5. Create artwork using one-point perspective to show depth.	9.1ABCD	1, 2, 3, 6		
	6. Create a one-point perspective drawing using basic geometric forms. (I.e. Massaccio, cityscapes) INTERDISCIPLINARY – MATH				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 7	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 1. LINE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<p><i>The student will:</i></p> <p>7. Create artwork emphasizing line as calligraphy. INTERDISCIPLINARY – SOCIAL STUDIES</p> <p>8. Create artwork using line to show movement, mood and emotion. RESOURCES: Munch, Van Gogh AESTHETICS</p>	<p>9.1ABCD 9.2ABCDEFG</p> <p>9.1ABCD 9.4BD</p>	<p>1, 2, 3, 4</p> <p>1, 2, 3, 5</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 7	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 2. SHAPE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING SHAPE	<i>The student will:</i>				
	1. Create life study drawings looking at value (shading) as shape.	9.1ABCD	1, 2, 3		
	2. Create a 2-D contour drawing to be used as the source of a 3-D rendering.	9.1ABCD	1, 2, 3		
	3. Create artwork by making an object look 3-D on a 2-D surface using contour line, shading, light source and shadow.	9.1ABCD	1, 2, 3		
	4. Create artwork emphasizing shape created by negative space. (I.e. tissue paper stained glass, mobile, sculpture) INTERDISCIPLINARY – SOCIAL STUDIES	9.1ABCD 9.2ABCDEF G	1, 2, 3, 4		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 7	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 3. VALUE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT VALUE • USING VALUE 	<i>The student will:</i> 1. Mix white and black with primary and secondary to make tints and shades.	9.1ABC	2		
	2. Create artwork using tints and shades: RESOURCES: Picasso - <i>Guernica</i> , Stella	9.1ABCD	1, 2, 3		
	3. Create monochromatic drawings. RESOURCES: Picasso	9.1ABCD	1, 2, 3		
	4. Create life study drawings emphasizing value.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 7	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 4. FORM	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING FORM	<i>The student will:</i> 1. Create 3-D wire forms using line. (I.e. wire human and animal sculptures) RESOURCES: Calder	9.1ABCD	1, 2, 3		
	2. Create artwork in 3-D using found objects or through additive sculpture techniques. (I.e. Clay, paper, ‘Guitar Mania’) RESOURCES: Wyland plaster art INTERDISCIPLINARY – ENVIRONMENTAL SCIENCE	9.1ABCD 9.2ABCDEF	1, 2, 3, 4, 6		
	3. Create 3-D form using folded paper. (I.e. origami.) INTERDISCIPLINARY – SOCIAL STUDIES	9.1ABCD 9.2ABCDEFG	1, 2, 3, 4		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 7	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 5. TEXTURE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING TEXTURE	<i>The student will:</i> 1. Create 2-D artwork with implied texture. (I.e. crosshatching, multimedia) RESOURCES: Wyland, Durer, O’Keeffe	9.1ABCD	1, 2, 3		
	2. Create 2-D artwork through printmaking processes.	9.1ABCD	1, 2, 3		
	3. Create 3-D artwork with tactile surface embellishments. (I.e. plaster, paper mache) RESOURCES: Wyland	9.1ABCD	1, 2, 3		
	4. Create 2-D artwork illustrating an animal or marine life subject to achieve a lifelike appearance through texture. (I.e. colored pencil, pen and ink, scratchboard) RESOURCES: Wyland INTERDISCIPLINARY – SCIENCE	9.1ABCD	1, 2, 3, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 7	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 6. SPACE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT SPACE • USING SPACE 	<p><i>The student will:</i></p> <p>1. Identify one-point linear perspective in selected artwork.</p>	9.1AC	2		
	2. Create a drawing that uses one-point linear perspective. (I.e. landscape, cityscape, lettering)	9.1ABCD	1, 2, 3		
	3. Create 2-D artwork emphasizing space. (I.e. mixed media, bug kaleidoscope) RESOURCES: O’Keeffe	9.1ABCD	1, 2, 3		
	4. Create artwork emphasizing foreground, middleground and background. (I.e. Wyland murals.)	9.1ABCD	1, 2, 3		
	5. Create artwork emphasizing space through scratch art. RESOURCES: Munch - <i>Scream</i>	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 7	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 7. COLOR	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING COLOR	<i>The student will:</i> 1. Create artwork emphasizing color. (I.e. paper mache fish, mixed media collage) RESOURCES: Van Gogh, Miro, Picasso, O’Keeffe, Stella	9.1ABCD	1, 2, 3		
	2. Create artwork reproducing masterpieces emphasizing color. (I.e. ‘Guitar Mania’ project, where students list the artists they are modeling; United Way’s public art) ART HISTORY	9.1ABCD 9.2ABCDEFGH	1, 2, 3, 4, 6		
	3. Create a monochromatic life study. RESOURCES: Picasso	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 7	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 1. CONTRAST	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • USING CONTRAST 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Create artwork with color choices contrasting blended to hard-edged colors using tints, shades and complementary colors. (I.e. life studies, one-point perspective, Bug Kaleidoscope) 2. Create artwork illustrating contrast using one-point perspective. 	<p>9.1ABCD</p> <p>9.1ABCD</p>			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 7	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 2. MOVEMENT	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING MOVEMENT	<i>The student will:</i> 1. Create 2-D artwork that relates subjects to one another in such a way to lead the eye in a prescribed order through the composition (dynamic movement). RESOURCES: O’Keeffe, Stella, Wyland murals	9.1ABCD	1, 2, 3		
	2. Create a 3-D (kinetic) sculpture where a component of the artwork is moving. (I.e. human figure or animal wire sculpture) RESOURCES: Calder	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 7	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 3. EMPHASIS	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • USING EMPHASIS 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Create artwork demonstrating emphasis. (I.e. self portrait, perspective drawings) 2. Create 2-D and 3-D artwork with appropriate choices concerning emphasis within the overall design, especially in placement that generates other results. (I.e. mood, emotion, realism, surrealism) <p>RESOURCES: O'Keefe, Wyland, Dali AESTHETICS</p>	<p>9.1ABCD</p> <p>9.1ABCD 9.4BD</p>	<p>1, 2, 3</p> <p>1, 2, 3, 5</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 7	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 4. BALANCE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • USING BALANCE 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Create 2-D artwork with balance through symmetry. (I.e. bug project, self-portraits) 2. Create a 3-D sculpture that has the necessary physical balance among its components. (I.e. wire circus figures, Wyland sculptures) 	<p>9.1ABCD</p> <p>9.1ABCD</p>			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 7	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 5. UNITY	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING UNITY	<i>The student will:</i> 1. Create 2-D and 3-D artwork that shows unity resulting from manipulating unity and variety choices within a prescribed process with expanded parameters.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 7	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 6. RHYTHM	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING RHYTHM	<i>The student will:</i> 1. Create artwork using repetition of lines and shapes to create rhythm. RESOURCES: Van Gogh	9.1ABCD			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 7	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 7. PROPORTION	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • USING PROPORTION 	<p><i>The student will:</i></p> <p>1. Create artwork as a likeness of an original subject using realistic or distorted/exaggerated proportions. (I.e. self-portrait, one-point perspective, foreground/middle ground/background seascape) RESOURCES: Wyland</p>	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 7	
STRAND: III. ART HISTORY		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES				PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<p>• ARTISTS or STYLES, MASTERPIECES, PERIODS & FOCUS POINTS</p>	<p><i>The student will:</i></p>				<p>9.2ABC DEFG</p>	<p>4</p>		
	<p>1. Identify historically significant artists or styles, masterpieces, periods and focus points.</p>							
	<p>ARTIST or PERIOD</p>	<p>MASTERPIECES</p>	<p>PERIOD/Style</p>	<p>FOCUS POINTS</p>				
	<p>Durer</p>	<p>Teacher selected</p>	<p>RENAISSANCE</p>	<p>first non-Italian influential artist (German)</p>				
	<p>Da Vinci</p>	<p><i>The Last Supper;</i></p>	<p>RENAISSANCE</p>	<p>one-point perspective</p>				
	<p>Massaccio</p>	<p><i>Tribute Money;</i> <i>Holy Trinity</i></p>	<p>RENAISSANCE</p>	<p>one-point perspective</p>				
<p>Van Gogh</p>	<p><i>A Starry Night;</i> <i>Bedroom;</i> <i>Café at Arles;</i></p>	<p>MODERN/Post-Impressionism</p>	<p>line & color</p>					
<p>INTERDISCIPLINARY – HISTORICAL & CULTURAL CONNECTIONS</p>								

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 7	
STRAND: III. ART HISTORY		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• MULTICULTURAL ART	<p><i>The student will:</i></p> <p>2. Identify other significant Art History items referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including:</p> <ul style="list-style-type: none"> a. wire sculpture and mobile in the style of Calder b. murals in the style of Wyland <p>INTERDISCIPLINARY – HISTORICAL & CULTURAL CONNECTIONS</p>	9.2ABCDEF G	4		
	<p>3. Identify significant multicultural art referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including examples such as:</p> <ul style="list-style-type: none"> a. origami <p>INTERDISCIPLINARY – SOCIAL STUDIES</p>	9.2ABCDEF G	4		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 7	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ANALYSIS	<p><i>The student will:</i></p> <p>1. Apply Elements of Art and Principles of Design using appropriate vocabulary and prescribed criteria to analyze selected student artwork (their own and others) and masterpieces in a variety of historical and cultural contexts to determine how the objectives of the lesson have been met with regard to:</p> <ul style="list-style-type: none"> a. style or theme b. quality of the content based on technique and process c. craftsmanship <p>Methods of informal and formal assessment: small group dialogue, oral responses, the student’s artist statement, written evaluation, teacher-made rubrics; teacher-made written assessments with focused criteria</p>	9.3ABCDE	5		
	<p>2. Use appropriate vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works of art.</p>	9.3ABCDEF	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 7	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • INTERDISCIPLINARY TRANSFER • CREATIVITY 	<p><i>The student will:</i></p> <p>3. Use three types of critical analysis as appropriate for the middle school level:</p> <ul style="list-style-type: none"> a. formal – discussion and evaluation of the elements and principles essential to works in the arts and humanities b. contextual – discussion and evaluation with consideration of factors surrounding the origin and heritage to works in the arts and humanities c. intuitive – discussion and evaluation of one’s subjective insight to works in the arts and humanities 	9.3ABCDEF	5		
	<p>4. Compare how ideas and concepts are communicated through visual art to how they are expressed in other art forms (music, theatre, dance, etc.) and other academic disciplines.</p> <p>INTERDISCIPLINARY</p>	9.3ABCDEF	5, 6		
	<p>5. Evaluate the creative process involved in the development of artwork concerning:</p> <ul style="list-style-type: none"> a. individuality/independent approach b. the process itself; managing the sequence from start to completion c. proper use of tools and materials d. free thinking/imagination/expressiveness/out of their own mind’s eye 	9.3ABCDEF	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: 7
STRAND: IV. CRITICISM	SUBSTRAND:

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• APPROACH	<p><i>The student will:</i></p> <p>6. Describe the positive, negative and controversial roles of the visual arts, past and present.</p>	9.3ABCDEFG	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 7	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<p>• CREATE, PERCEIVE & RESPOND AESTHETICALLY</p>	<p><i>The student will:</i></p> <p>FROM <i>ELEMENTS OF ART & PRINCIPLES OF DESIGN STRANDS</i></p> <p>LINE</p> <p>10. Create artwork using line to show movement, mood and emotion.</p>				
	<p>EMPHASIS</p> <p>2. Create 2-D and 3-D artwork with appropriate choices concerning emphasis within the overall design, especially in placement that generates other results. (I.e. mood, emotion, realism, surrealism)</p>				
	<p>1. Describe the meaning or purpose of his or her artwork and that the purpose of art can be to communicate and persuade.</p>	9.4ABCD	5		
	<p>2. Describe his or her feelings as a personal response to viewing selected artwork and the environment, using appropriate art vocabulary.</p>	9.4ABCD	5		
	<p>3. Recognize the artwork of others as important.</p>	9.4ABCD	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 7	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<i>The student will:</i>				
	4. Create fantasy environments while distinguishing between environments as reality or fantasy.	9.4ABCD	5		
	5. Identify how an individual artist’s background and experiences affect how artwork is created and how meaning is conveyed.	9.4ABCD	5		
	6. Describe how the <i>Elements of Art</i> and <i>Principles of Design</i> applied from the curriculum for this grade level are used to convey ideas, meanings, and/or feelings in his or her own and selected artwork.	9.4ABCD	5		
	7. Identify how the environment and time period affect how artwork is created and how meaning is conveyed.	9.4ABCD	4, 5		
	8. Identify expressive symbols that show philosophical meaning.	9.4ABCD	5		
	9. Recognize movement and rhythm as it relates to art and music by creating artwork while listening and ‘feeling’ a variety of music and expressing its movement and rhythm. (I.e. slow and fast music, ‘jazzy’ music)	9.4ABCD	5, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 7	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<i>The student will:</i>				
	10. Create artwork that visually represents his or her own important ideas and feelings, while incorporating constructive growth.	9.4ABCD	5		
	11. Create artwork by inventing original imagery to convey meaning, including visual symbolism and emotion.	9.4ABCD	5		
	12. Describe how artists draw from their experiences and beliefs to make choices in media, technique, subject matter and themes to communicate ideas through artwork.	9.4ABCD	5		
	13. Describe his or her interpretation of the effectiveness of artwork in meeting its intended purpose.	9.4ABCD	5		
	14. Respond to philosophical statements about artwork.	9.4ABCD	5		

**WEST ALLEGHENY SCHOOL DISTRICT
VISUAL ARTS CURRICULUM**

EIGHTH GRADE



	Visual Arts Skills/Concepts Addressed in Each Grade Level/Course
Strand	MIDDLE SCHOOL - EIGHTH GRADE
	The following skills/concepts will be covered throughout the year.
Elements of Art	<p>Create artwork reflecting specific objectives within the <i>Elements of Art</i>, including:</p> <ol style="list-style-type: none"> 1. LINE. Create pop art emphasizing relationships among contour lines. Create scratch art using engraving and etching. Create black and white images using stippling, cross hatching and feathering. 2. SHAPE. Use contour line, shading, light source and shadow to make an object look 3-D on a 2-D surface. 3. VALUE. Make a value scale and produce a gray-scale image using pencil shading, hatching/feathering, cross-hatching or stippling. 4. FORM. Create pop art or monumental sculpture. Create a raised relief paper sculpture. 5. TEXTURE. Create 2-D artwork with implied texture and 3-D artwork with tactile surface embellishments. 6. SPACE. Manipulate positive and negative space through additive and subtractive techniques. 7. COLOR. Identify analogous colors as any three colors in a row on the color wheel. Mix skin tone colors.
Principles of Design	<p>Create artwork reflecting specific objectives within the <i>Principles of Design</i>, including:</p> <ol style="list-style-type: none"> 1. CONTRAST. Use high contrast in color or black and white. Use the <i>Elements of Art</i> to illustrate contrast. 2. MOVEMENT. Use visual movement to lead the eye in a prescribed order. Use the <i>Elements of Art</i> to illustrate movement. 3. EMPHASIS. Use the <i>Elements of Art</i> to illustrate emphasis. 4. BALANCE. Use the <i>Elements of Art</i> to illustrate balance. 5. UNITY. Show unity within 2-D and 3-D artwork, while including variety, resulting from mastery of a process that includes more freedom to make artistic choices. Use the <i>Elements of Art</i> to illustrate unity. 6. RHYTHM. Use repeating lines and/or shapes to generate a regular, rhythmically-repeated pattern through physical motion. Use the <i>Elements of Art</i> to illustrate rhythm. 7. PROPORTION. Create a likeness of an original subject using realistic or distorted/exaggerated proportions. Use the grid method. Use the <i>Elements of Art</i> to illustrate proportion.
Art History	<ul style="list-style-type: none"> • Identify historically significant artists or styles, masterpieces, periods and focus points: Warhol, Escher, Close; head sculptures in the style of Hanson; toy design in the style of Calder
Criticism	<ul style="list-style-type: none"> • Use appropriate vocabulary and prescribed criteria in applying <i>Elements of Art</i> and <i>Principles of Design</i> to analyze selected student artwork (their own and others) and masterpieces to determine how the objectives of the lesson have been met with regard to technique, process and craftsmanship. • Use appropriate vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works of art. • Use appropriate vocabulary and prescribed criteria to compare how ideas and concepts are communicated through visual art as expressed in other art forms and academic disciplines. • Nurture creativity and develop the creative process • Describe the positive and negative roles of the visual arts, past and present. • Use three types of critical analysis as appropriate for the MS level: formal, contextual and intuitive
Aesthetics	<p>ONGOING FROM EARLIER GRADES</p> <ul style="list-style-type: none"> • Describe the meaning or purpose of his or her artwork. Describe his or her feelings as a personal response to viewing selected artwork, using appropriate art vocabulary. Recognize the artwork of others as important. Identify how the Elements and Principles are used to tell a story or convey feeling. Identify how an individual artist’s background and experiences as well as the environment and time period affect how artwork is created and how meaning is conveyed. Identify expressive symbols that show philosophical meaning. Recognize movement and rhythm as it relates to both art and music. Create artwork by inventing original imagery to convey meaning, including visual symbolism and emotion. Describe how artists draw from their experiences and beliefs to make choices in media, technique, subject matter and themes to communicate ideas through artwork. Respond to philosophical statements about artwork. <p>NEW. Describe how attributes of the viewer’s environment influences individual responses to artwork.</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 8	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 1. LINE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING LINE	<i>The student will:</i> 1. Create pop art emphasizing relationships among contour lines (i.e. 4 squares, color). RESOURCES: Warhol, Lichtenstein, Oldenburg INTERDISCIPLINARY – MATH	9.1ABCD	1, 2, 3, 6		
	2. Create scratch art using engraving and etching RESOURCES: Nast, Durer, Homer INTERDISCIPLINARY – SOCIAL STUDIES	9.1ABCD	1, 2, 3, 4		
	3. Create black and white images using stippling, cross hatching and feathering.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 8	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 2. SHAPE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • USING SHAPE 	<p><i>The student will:</i></p> <p>1. Create artwork by making an object look 3-D on a 2-D surface using contour line, shading, light source and shadow. (I.e. popcorn, charcoal, life studies)</p>	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 8	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 3. VALUE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT VALUE • USING VALUE 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Make a value scale of pencil shading, hatching/feathering, cross-hatching and stippling. 2. Reproduce a gray-scale image using pencil shading, hatching/feathering, cross-hatching or stippling. (I.e. value self-portraits) RESOURCES: Escher 	<p>9.1ABC</p> <p>9.1ABCD</p>	<p>2</p> <p>1, 2, 3</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 8	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 4. FORM	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING FORM	<i>The student will:</i> 1. Create pop art or monumental sculpture. (I.e. paper mache portrait to represent a celebrity or themselves) RESOURCES: Warhol, Oldenburg, Hanson	9.1ABCD	1, 2, 3		
	2. Create a raised relief paper sculpture.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 8	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 5. TEXTURE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING TEXTURE	<i>The student will:</i> 1. Create 2-D artwork with implied texture. (I.e. crosshatching and scratch art, multimedia) RESOURCES: Wyland, Durer, O’Keeffe, Nast	9.1ABCD	1, 2, 3		
	2. Create 3-D artwork with tactile surface embellishments. (I.e. plaster, paper mache) RESOURCES: Hanson	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 8	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 6. SPACE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • USING SPACE 	<p><i>The student will:</i></p> <p>1. Create 3-D artwork manipulating positive and negative space through both additive and subtractive techniques. (I.e. plaster and wire, clay, head sculptures in the style of Hanson, toy design in the style of Calder)</p>	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 8	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 7. COLOR	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT COLOR • USING COLOR 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Identify analogous colors as any three colors in a row on the color wheel. 2. Mix skin tone colors. 3. Create artwork emphasizing color in a variety of 2-D and 3-D contexts. (I.e. comic, 4 squares w/color schemes, self-portrait - realistic or abstract, recreating a product (product art or pop art), paper mache sculpture on a wire armature, plaster carvings, clay sculptures) RESOURCES: Lichtenstein, Warhol, Oldenberg, Moore, Hanson 	<p>9.1AC</p> <p>9.1ABC</p> <p>9.1ABCD</p>	<p>2</p> <p>2</p> <p>1, 2, 3</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 8	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 1. CONTRAST	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING CONTRAST	<i>The student will:</i> 1. Create artwork that has high contrast in color or black and white. RESOURCES: Warhol, Johns, Escher	9.1ABCD	1, 2, 3		
	2. Create artwork using the <i>Elements of Art</i> (Line, Shape, Value, Form, Texture, Space and Color) to illustrate contrast as a <i>Principle of Design</i> .	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 8	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 2. MOVEMENT	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING MOVEMENT	<p><i>The student will:</i></p> <p>1. Create 3-D artwork that shows visual movement in leading the viewer’s eye in a prescribed order. (I.e. ‘Popcorn in a Movie’ mixed media collage) RESOURCES: Calder, Hanson</p>	9.1ABCD	1, 2, 3		
	<p>2. Create artwork using the <i>Elements of Art</i> (Line, Shape, Value, Form, Texture, Space and Color) to illustrate movement as a <i>Principle of Design</i>.</p>	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 8	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 3. EMPHASIS	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • USING EMPHASIS 	<p><i>The student will:</i></p> <p>1. Create artwork using the <i>Elements of Art</i> (Line, Shape, Value, Form, Texture, Space and Color) to illustrate emphasis as a <i>Principle of Design</i>.</p>	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 8	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 5. UNITY	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING UNITY	<i>The student will:</i> 1. Creating 2-D and 3-D artwork that shows unity, while including variety, resulting from mastery of a process that includes more freedom to make artistic choices.	9.1ABCD	1, 2, 3		
	2. Create artwork using the <i>Elements of Art</i> (Line, Shape, Value, Form, Texture, Space and Color) to illustrate unity as a <i>Principle of Design</i> .	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 8	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 6. RHYTHM	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING RHYTHM	<i>The student will:</i> 1. Create artwork by repeating lines and/or shapes to generate a regular, rhythmically-repeated pattern through physical motion. RESOURCES: Lichenstein	9.1ABCD	1, 2, 3		
	2. Create artwork using the <i>Elements of Art</i> (Line, Shape, Value, Form, Texture, Space and Color) to illustrate rhythm as a <i>Principle of Design</i> .	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 8	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 7. PROPORTION	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING PROPORTION	<i>The student will:</i>				
	1. Create artwork as a likeness of an original subject using realistic or distorted/exaggerated proportions.	9.1ABCD	1, 2, 3		
	2. Create artwork using the grid method. INTERDISCIPLINARY - MATH	9.1ABCD	1, 2, 3, 6		
	3. Create artwork using the <i>Elements of Art</i> (Line, Shape, Value, Form, Texture, Space and Color) to illustrate proportion choices as a <i>Principle of Design</i> .	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: 8
STRAND: III. ART HISTORY	SUBSTRAND:

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery																
<p>• ARTISTS or STYLES, MASTERPIECES, PERIODS & FOCUS POINTS</p>	<p><i>The student will:</i></p> <p>1. Identify historically significant artists or styles, masterpieces, periods and focus points.</p>	<p>9.2ABCDEFGH</p>	<p>4</p>																		
	<table border="1"> <thead> <tr> <th>ARTIST or PERIOD</th> <th>MASTERPIECES</th> <th>PERIOD/Style</th> <th>FOCUS POINTS</th> </tr> </thead> <tbody> <tr> <td>Warhol</td> <td><i>Marilyn Monroe; Campbell's Soup Can</i></td> <td>CONTEMPORARY/Pop Art</td> <td>color</td> </tr> <tr> <td>Escher</td> <td>Teacher selected</td> <td>MODERN</td> <td>value</td> </tr> <tr> <td>Close</td> <td>Teacher selected</td> <td>CONTEMPORARY</td> <td>grid, color & portraiture</td> </tr> </tbody> </table>					ARTIST or PERIOD	MASTERPIECES	PERIOD/Style	FOCUS POINTS	Warhol	<i>Marilyn Monroe; Campbell's Soup Can</i>	CONTEMPORARY/Pop Art	color	Escher	Teacher selected	MODERN	value	Close	Teacher selected	CONTEMPORARY	grid, color & portraiture
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INTERDISCIPLINARY – HISTORICAL & CULTURAL CONNECTIONS																					

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 8	
STRAND: III. ART HISTORY		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• MULTI-CULTURAL ART	<p><i>The student will:</i></p> <p>2. Identify other significant Art History items referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including:</p> <p style="padding-left: 20px;">a. head sculptures in the style of Hanson</p> <p style="padding-left: 20px;">b. toy design in the style of Calder</p> <p>INTERDISCIPLINARY – HISTORICAL & CULTURAL CONNECTIONS</p>	9.2ABCDEFGF	4		
	<p>3. Identify significant multicultural art referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including examples such as:</p> <p style="padding-left: 20px;">a. NONE</p> <p>INTERDISCIPLINARY – SOCIAL STUDIES</p>	9.2ABCDEFGF	4		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 8	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ANALYSIS	<p><i>The student will:</i></p> <p>1. Apply Elements of Art and Principles of Design using appropriate vocabulary and prescribed criteria to analyze selected student artwork (their own and others) and masterpieces in a variety of historical and cultural contexts to determine how the objectives of the lesson have been met with regard to:</p> <ul style="list-style-type: none"> a. style or theme b. quality of the content based on technique and process c. craftsmanship <p>Methods of informal and formal assessment: small group dialogue, oral responses, the student’s artist statement, written evaluation, teacher-made rubrics; teacher-made written assessments with focused criteria</p>	9.3ABCDE	5		
	<p>2. Use appropriate vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works of art.</p>	9.3ABCDEF	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: 8
STRAND: IV. CRITICISM	SUBSTRAND:

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• INTER-DISCIPLINARY TRANSFER	<p><i>The student will:</i></p> <p>3. Use three types of critical analysis as appropriate for the middle school level:</p> <p style="padding-left: 20px;">a. formal – discussion and evaluation of the elements and principle essential to works in the arts and humanities</p> <p style="padding-left: 20px;">b. contextual – discussion and evaluation with consideration of factors surrounding the origin and heritage to works in the arts and humanities</p> <p style="padding-left: 20px;">c. intuitive – discussion and evaluation of one’s subjective insight to works in the arts and humanities</p>	9.3ABCDEF			
	<p>4. Compare how ideas and concepts are communicated through visual art to how they are expressed in other art forms (music, theatre, dance, etc.) and other academic disciplines.</p> <p>INTERDISCIPLINARY</p>	9.3ABCDEF			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 8	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• CREATIVITY	<i>The student will:</i> 5. Evaluate the creative process involved in the development of artwork concerning: a. individuality/independent approach b. the process itself; managing the sequence from start to completion c. proper use of tools and materials d. free thinking/imagination/expressiveness/out of their own mind's eye	9.3ABCDEF	5		
	• APPROACH	6. Describe the positive, negative and controversial roles of the visual arts, past and present.	9.3ABCDEF	5	

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 8	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• CREATE, PERCEIVE & RESPOND AESTHETICALLY	<i>The student will:</i> 1. Describe the meaning or purpose of his or her artwork and that the purpose of art can be to communicate and persuade.	9.4ABCD	5		
	2. Describe his or her feelings as a personal response to viewing selected artwork and the environment, using appropriate art vocabulary.	9.4ABCD	5		
	3. Recognize the artwork of others as important.	9.4ABCD	5		
	4. Create fantasy environments while distinguishing between environments as reality or fantasy.	9.4ABCD	5		
	5. Identify how an individual artist’s background and experiences affect how artwork is created and how meaning is conveyed.	9.4ABCD	5		
	6. Describe how the <i>Elements of Art</i> and <i>Principles of Design</i> applied from the curriculum for this grade level are used to convey ideas, meanings, and/or feelings in his or her own and selected artwork.	9.4ABCD	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 8	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<i>The student will:</i>				
	7. Identify how the environment and time period affect how artwork is created and how meaning is conveyed.	9.4ABCD	4, 5		
	8. Identify expressive symbols that show philosophical meaning.	9.4ABCD	5		
	9. Recognize movement and rhythm as it relates to art and music by creating artwork while listening and ‘feeling’ a variety of music and expressing its movement and rhythm. (I.e. slow and fast music, ‘jazzy’ music)	9.4ABCD	5, 6		
	10. Create artwork that visually represents his or her own important ideas and feelings, while incorporating constructive growth.	9.4ABCD	5		
	11. Create artwork by inventing original imagery to convey meaning, including visual symbolism and emotion.	9.4ABCD	5		
	12. Describe how artists draw from their experiences and beliefs to make choices in media, technique, subject matter and themes to communicate ideas through artwork.	9.4ABCD	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: 8	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<i>The student will:</i>				
	15. Describe how attributes of the viewer’s environment influences individual responses to artwork.	9.4ABCD	5		
	13. Describe his or her interpretation of the effectiveness of artwork in meeting its intended purpose.	9.4ABCD	5		
	14. Respond to philosophical statements about artwork.	9.4ABCD	5		

**WEST ALLEGHENY
SCHOOL DISTRICT**

**HIGH SCHOOL VISUAL
ARTS CURRICULUM
9-12**



WEST ALLEGHENY SCHOOL DISTRICT

Subject: VISUAL ARTS

Grade Level: HIGH SCHOOL – GRADES 9-12



ACADEMIC STANDARDS FOR VISUAL ARTS

ACADEMIC STANDARDS:

Pennsylvania Academic Standards for Arts & Humanities

9.1 Production, Performance & Exhibition of Dance, Music, Theatre & Visual Arts

- A. Elements & Principles in each Art Form
- B. Demonstration of Dance, Music, Theatre & Visual Arts
- C. Vocabulary within each Art Form
- D. Styles in Production, Performance & Exhibition
- F. Historical & Cultural Production, Performance & Exhibition
- G. Function & Analysis of Rehearsals & Practice Sessions
- H. Safety Issues in the Arts
- I. Community Performances & Exhibitions
- J. Technologies in the Arts
- K. Technologies in the Humanities

9.2 Historical & Cultural Contexts

- A. Context of works in the Arts
- B. Chronology of works in the Arts
- C. Styles & Genres in the Arts
- D. Historical & Cultural Perspectives
- E. Historical & Cultural Impact on works in the Arts
- F. Vocabulary for Historical & Cultural Contexts
- G. Geographic Regions in the Arts
- H. PA Artists
- I. Philosophical Context of works in the Arts
- J. Historical Differences of works in the Arts
- K. Traditions within works in the Arts
- L. Common Themes in works in the Arts

9.3 Critical Response

- A. Critical Processes
- B. Define Criteria
- C. Classifications
- D. Vocabulary for Criticism
- E. Types of Analysis
- F. Compare Meanings
- G. Critics in the Arts

9.4 Aesthetic Response

- A. Philosophical Studies
- B. Aesthetic Interpretation
- C. Environmental Influences
- D. Artistic Choices

National Standards for Arts Education: VISUAL ARTS

1. Understanding and applying media, techniques and processes.

2. Using knowledge of structures and functions.
3. Choosing and evaluating a range of subject matter, symbols and ideas.
4. Understanding the visual arts in relation to history and culture.
5. Reacting upon and assessing the characteristics and merits of their work and the work of others.
6. Making connections between the visual arts and other disciplines.

COURSE DESCRIPTIONS:

ART I [0740] 9, 10, 11, 12 YEAR 1 CREDIT

This course is designed as an introductory course to senior high art. The student will be guided toward developing a visual awareness of his environment through drawing and design. A variety of media will be used to acquaint the student with fundamental techniques, which will encourage individual expression. Two pieces of work are required for display in the annual art show.

ART II [0741] 10, 11, 12 YEAR 1 CREDIT

On a more advanced level, students will continue to develop a mastery of skills and techniques through a variety of materials. Emphasis will be placed on understanding and application of compositional elements and principles of design. Assignments will include exploration of artists and art history. Three pieces of work are required for display at the annual art show. Prerequisite: Final "C" grade or higher in Art I

ART III [0742] 11, 12 YEAR 1 CREDIT

In this course, emphasis will be placed on effective selection and use of compositional design elements. Besides art production, assignments will reference to art history, art criticism, and aesthetics. Focus will be on development of the student's individual style, and a proficiency of both 2-D and 3-D media and techniques. Four pieces of work are required for display in the annual art show. Prerequisite: Final "C" grade or higher in Art I, II

ART IV [0743] 12 YEAR 1 CREDIT

This course is designed for the advanced art student who wishes to pursue his/her continued development as an artist, as well as specialize in some aspect of art upon graduation. Emphasis will be placed on more complex creative problem solving, individual projects, and portfolio development. A minimum of five pieces of art are required for exhibit at the annual art show. Prerequisite: Final "C" grade or higher in Art III

ADVANCED PLACEMENT STUDIO ART [0744] 12 YEAR 1 CREDIT

The dedicated student involved with this course should have an art career/ art education focus in their future. This course will enable the student to show an understanding of the language of art through the execution of drawings. The student will have summer assignments which will include trips to museums, artist research, found object drawings, still life construction, drawing, journaling and maintenance of their sketchbook. In the classroom, the student will show a high level of knowledge of drawing materials such as; but not limited to pencil, crayon, pastel, paint, pen and ink, etc. During the student's time in the classroom, the ultimate goal will be to meet the requirements for the Portfolio submission. The Portfolio submission takes the place of the written A.P. Exam at the end of the school year. The Portfolio will consist of 5 actual works, 24 slides and a written commentary. *Students may earn a weighted grade on the 5.0 scale for this course.

Prerequisites: An "A" average in Art I, Art II, Art III; Enrollment in Art I; Teacher recommendation

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

Text
Supplemental Teacher-Selected Materials

ASSESSMENTS:

Teacher Observation
Other Formative Assessments
Summative Assessments

TECHNOLOGY USED:

Computers
Scanners

WEST ALLEGHENY SCHOOL DISTRICT VISUAL ARTS CURRICULUM

ART I



	Visual Arts Skills/Concepts Addressed in Each Grade Level/Course
Strand	HIGH SCHOOL – ART I
	The following skills/concepts will be covered throughout the year.
Elements of Art	<p>Create artwork reflecting specific objectives within the <i>Elements of Art</i>, including:</p> <ol style="list-style-type: none"> 1. LINE. Use a grid as a graphic drawing/drafting illustration method. Create an upside-down drawing in pencil as an illustrative awareness technique. Develop drawing techniques in pencil. Draw in one-point and two-point perspectives. Introduce the life study drawing process. Create charcoal life study drawings of the modeled human figure in a variety of poses reflecting ‘still life’ and ‘movement’. Create a wire armature for a figure sculpture in paper pulp. 2. SHAPE. Identify 2-D shapes as graphic, geometric or organic. Identify silhouette and tessellation. Illustrate 1/4” ‘dot of color’ from a masterpiece (Microdot). Create a life study using positive and negative shapes. 3. VALUE. Create a value scale with graphite pencils. Emphasize tints and shades to make 2-D drawings look 3-D. 4. FORM. Create a 3-D gestural line wire armature sculpture based on a 2-D drawing of a photograph. Create a figure sculpture emphasizing the 3-D attributes of height, width and depth. 5. TEXTURE. Create artwork using line and value to create texture on a 2-D picture plane. Create 3-D human figure sculptures with paper pulp over wire emphasizing texture as a surface quality. 6. SPACE. Define and use one-point perspective, two-point perspective, direction (horizontal, vertical/ diagonal), parallel and perpendicular lines, horizon line, vanishing point, converging lines, picture plane, foreground, middleground and background. 7. COLOR. Locate colors on the color wheel. Create and label a color wheel. Define and apply color theory.
Principles of Design	<p>Create artwork reflecting specific objectives within the <i>Principles of Design</i>, including:</p> <ol style="list-style-type: none"> 1. CONTRAST. Demonstrate contrast in value through pen and ink drawings, in contour and directional lines, and in color and in texture and value through a 3-D paper pulp sculpture. 2. MOVEMENT. Demonstrate movement in 2-D, life study posed model drawings of the human figure, and in 3-D paper pulp wire sculpture depicting ‘actual’ movement of the human form. 3. EMPHASIS. Illustrate emphasis through pattern repetition and within a one-point perspective drawing. 4. BALANCE. Use balance vocabulary and concepts in tessellation and 3-D sculpting of the human form. 5. UNITY. Apply unity compositionally as a whole, technically as a process, as the relationship of parts to the whole and parts to parts, and as a conscious aspect integral to each lesson. 6. RHYTHM. Use line to generate rhythm. 7. PROPORTION. Use a grid as an enlargement drafting technique. Use ‘8-heads high’ proportion in figure drawings. Show proportion through drawing the human hand and his or her own shoes with feet crossed.
Art History	<ul style="list-style-type: none"> • Identify historically significant artists or styles, masterpieces, periods and focus points: Picasso, Matisse, Dali, Escher, Michaelangelo & the Renaissance
Criticism	<ul style="list-style-type: none"> • Use appropriate vocabulary and prescribed criteria in applying <i>Elements of Art</i> and <i>Principles of Design</i> to analyze selected student artwork (their own and others) and masterpieces to determine how the objectives of the lesson have been met with regard to technique, process and craftsmanship. • Use appropriate vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works of art. • Use appropriate vocabulary and prescribed criteria to compare how ideas and concepts are communicated through visual art as expressed in other art forms and academic disciplines. • Nurture creativity and develop the creative process, including illustration, invention and imagination • Describe the positive, negative and controversial roles of the visual arts, past and present. • Use three types of critical analysis as appropriate for the MS level: formal, contextual and intuitive
Aesthetics	<p>ONGOING FROM EARLIER GRADES</p> <ul style="list-style-type: none"> • Describe the meaning or purpose of his or her artwork. Describe his or her personal feelings and responses to viewing selected artwork and the environment, giving reasons for those feelings and responses using an advanced art vocabulary. Recognize the artwork of others as important. Identify how the Elements and Principles are used to tell a story or convey feeling. Identify how an individual artist’s background and experiences as well as the environment and time period affect how artwork is created and how meaning is conveyed. Identify expressive symbols that show philosophical meaning. Recognize movement and rhythm as it relates to both art and music. Create artwork by inventing original imagery to convey meaning, including visual symbolism and emotion. Describe how artists draw from their experiences and beliefs to make choices in media, technique, subject matter and themes to communicate ideas through artwork. Respond to philosophical statements about artwork. Describe how attributes of the viewer’s environment influences individual responses to artwork. <p>NEW: Create artwork making artistic decisions throughout using his or her knowledge, beliefs and values.</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART I	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 1. LINE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT LINE	<i>The student will:</i> 1. Identify contour line, interior detail line, directional line, crosshatching, feathering and stippling.	9.1AC	2		
	2. Identify types of line in selected artwork.	9.1AC	2		
	3. Compile a picture file of hands and draw a hand to develop the awareness of edges and details of a form.	9.1AC	2		
• TOOLS	4. Create and use a grid as a graphic drawing/drafting illustration method. INTERDISCIPLINARY – MATH	9.1AC	1, 2, 3, 6		
• USING LINE	5. Create artwork in pen and ink using types of line.	9.1ABCD	1, 2, 3		
	6. Illustrate Picasso's <i>Igor Stravinsky</i> as an upside-down drawing in pencil as an illustrative awareness technique. RESOURCES - TEXT: Betty Edwards - <i>Drawing from the Right Side of the Brain</i>	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART I	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 1. LINE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<i>The student will:</i>				
	7. Illustrate <i>Spiderman</i> as a line drawing to develop drawing techniques in pencil.	9.1ABCD	1, 2, 3		
	8. Draw a life study of the student’s own feet crossed in pencil to introduce the life study drawing process.	9.1ABCD	1, 2, 3		
	9. Draw crumpled paper to show contour line of an organic form, then add a background and reinvent it into a imaginative composition.	9.1ABCD	1, 2, 3		
	10. Create one-point and two-point perspective drawings.	9.1ABCD	1, 2, 3		
	11. Create “The Open Door” full-perspective hallway and door drawing in colored pencil.	9.1ABCD	1, 2, 3		
	12. Create charcoal life study drawings of the modeled human figure in a variety of poses reflecting ‘still life’ and ‘movement’.	9.1ABCD	1, 2, 3		
	13. Create a wire armature for a figure sculpture in paper pulp.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART I	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 2. SHAPE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT SHAPE	<i>The student will:</i>				
	1. Identify 2-D shapes as graphic, geometric or organic.	9.1AC	2		
	2. Identify a silhouette as a graphic shape that can be named or labeled from just its outline or contour.	9.1AC	2		
	3. Compile a picture file of human forms.	9.1AC	2		
	4. Design a 9-square grid of 3-inch squares with one design comprised of all three shapes repeated nine times with a variety of colors. INTERDISCIPLINARY – MATH	9.1AC	2, 6		
• USING SHAPE	5. Identify tessellation as a repetition of shapes with no space between them. RESOURCES: Escher	9.1AC	2		
	6. Illustrate 1/4” ‘dot of color’ from a masterpiece (Microdot).	9.1ABCD	1, 2, 3		
	7. Create a life study using positive and negative shapes. (I.e. shoes, ties, sea shells, leaves)	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART I	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 3. VALUE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT VALUE	<i>The student will:</i> 1. Create a value scale with graphite pencils.	9.1AC	2		
	2. Define value terminology, including hardness/softness of graphite pencils.	9.1AC	2		
	3. Identify aspects of value in selected artwork and the environment.	9.1AC	2		
• USING VALUE	4. Create artwork emphasizing tints and shades to make 2-D drawings look 3-D (classical modeled drawing style, rendering, photo-realism). (I.e. “Look Closely” – pen and ink, hand and figure drawings)	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART I	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 4. FORM	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT FORM • USING FORM 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Compile a picture file of 3-D forms. 2. Create a 3-D gestural line wire armature sculpture based on a 2-D drawing of a photograph. 3. Create a figure sculpture emphasizing the 3-D attributes of height, width and depth. 	<p>9.1AC</p> <p>9.1ABCD</p> <p>9.1ABCD</p>			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART I	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 5. TEXTURE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT TEXTURE • USING TEXTURE 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Compile a picture file of man-made and organic forms that demonstrate tactile and visual textures. 2. Create artwork using line and value to create texture on a 2-D picture plane. (I.e. animals) 3. Create 3-D human figure sculptures with paper pulp over wire emphasizing texture as a surface quality. 	<p>9.1AC</p> <p>9.1ABCD</p> <p>9.1ABCD</p>			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART I	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 6. SPACE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT SPACE	<i>The student will:</i>				
	1. Define one-point perspective, two-point perspective, direction (horizontal, vertical/diagonal), parallel and perpendicular lines, horizon line, vanishing point, converging lines, picture plane, foreground, middleground and background.	9.1AC	2		
	2. Compile a picture file of one-point perspective and two-point perspective.	9.1AC	2		
• USING SPACE	3. Create a drawing of interior space to illustrate one-point perspective.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART I	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 7. COLOR	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT COLOR	<i>The student will:</i>				
	1. Locate colors on the color wheel.	9.1AC	2		
	2. Create and label a color wheel.	9.1AC	2		
	3. Create a complete color chart of the set of provided Prismacolor colored pencils.	9.1AC	2		
	4. Identify color theory as found in selected artwork and the environment.	9.1AC	2		
	5. Create a 9-square grid: (1) primary colors & 1 neutral color (2) secondary colors & 1 neutral color (3) complementary colors (4) 4 tertiary colors (5) all neutral colors (6) analogous colors (7) warm/cool colors (8) split complementary (9) monochromatic INTERDISCIPLINARY – MATH	9.1AC	2, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART I	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 1. CONTRAST	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING CONTRAST	<i>The student will:</i>				
	1. Create a pen and ink drawing showing contrast in value. (I.e. stippling, feathering and/or crosshatching)	9.1ABCD	1, 2, 3		
	2. Create drawings showing contour line and directional line as contrast. (I.e. Igor, Spiderman, pop cans and crumpled paper)	9.1ABCD	1, 2, 3		
	3. Create a nine-grid design showing contrast in color by choosing color schemes from the color wheel. INTERDISCIPLINARY – MATH <i>Grid</i>	9.1ABCD	1, 2, 3, 6		
	4. Create a 3-D paper pulp sculpture showing contrast in texture and value using metallic patina.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART I	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 2. MOVEMENT	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT MOVEMENT • USING MOVEMENT 	<i>The student will:</i> 1. Compile a picture file of the human figure.	9.1AC	2		
	2. Create 2-D artwork that shows movement, including contour line and directional line. (I.e. Igor, Spiderman, crumpled paper, hand)	9.1ABCD	1, 2, 3		
	3. Create life study posed model drawings of the human figure in both action and restful poses.	9.1ABCD	1, 2, 3		
	4. Create a 3-D paper pulp wire sculpture depicting actual movement of the human form.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART I	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 3. EMPHASIS	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING EMPHASIS	<i>The student will:</i> 1. Create artwork that shows emphasis through pattern repetition within the 9-grid graphic design exercise.	9.1ABCD	1, 2, 3		
	2. Create artwork that illustrates emphasis within a one-point perspective drawing. (I.e. open doorway)	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART I	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 4. BALANCE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT BALANCE • USING BALANCE 	<i>The student will:</i> 1. Define balance vocabulary, including symmetrical, asymmetrical and radial balance.	9.1AC	2		
	2. Identify balance in selected artwork.	9.1AC	2		
	3. Create artwork using positive/negative graphic shapes to show symmetrical, balance.	9.1ABCD	1, 2, 3		
	4. Create artwork that shows balance in the style of tessellation. RESOURCES: Escher	9.1ABCD	1, 2, 3		
	5. Create a 9-square graphic design that shows balance as a principle of design. INTERDISCIPLINARY – MATH <i>Grid</i>	9.1ABCD	1, 2, 3, 6		
	6. Create artwork using balance in a 3-D sculpting of the human form in paper pulp and wire. INTERDISCIPLINARY – SCIENCE <i>Biology of the human form</i>	9.1ABCD	1, 2, 3, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART I	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 5. UNITY	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT UNITY & USING UNITY	<i>The student will:</i> 1. Identify unity in selected artwork and his or her own artwork compositionally as a whole.	9.1ABCD	1, 2, 3		
	2. Identify unity in selected artwork and his or her own artwork technically as a process.	9.1ABCD	1, 2, 3		
	3. Identify unity in selected artwork and his or her own artwork as the relationship of parts to the whole and parts to parts.	9.1ABCD	1, 2, 3		
	4. Identify unity in selected artwork and his or her own artwork as a conscious aspect integral to each lesson.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: ART I
STRAND: II. PRINCIPLES OF DESIGN	SUBSTRAND: 6. RHYTHM

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • USING RHYTHM 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Create artwork that uses line to generate rhythm. (I.e. figure studies, gesture drawings) 2. Create the 9-squares graphic design that shows rhythm as a <i>Principle of Design</i>. <p>INTERDISCIPLINARY – MATH</p>	<p>9.1ABCD</p> <p>9.1ABCD</p>	<p>1, 2, 3</p> <p>1, 2, 3, 6</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART I	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 7. PROPORTION	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING PROPORTION	<i>The student will:</i>				
	1. Reproduce a small visual image as a large graphic image using a grid as an enlargement drafting technique. INTERDISCIPLINARY - MATH <i>Ruler use, multiplication and fractions</i>	9.1ABCD	1, 2, 3, 6		
	2. Create figure drawings in ‘eight heads high’ proportion. (I.e. costume/uniform design, contour line, gesture drawing, wire sculpture) INTERDISCIPLINARY - MATH	9.1ABCD	1, 2, 3, 6		
	3. Create artwork that shows proportion through drawing the human hand. RESOURCES: Betty Edwards INTERDISCIPLINARY - American Sign Language	9.1ABCD	1, 2, 3, 6		
	4. Create artwork that shows proportion through drawing his or her shoes with feet crossed. RESOURCES: Betty Edwards	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: ART I
STRAND: III. ART HISTORY	SUBSTRAND:

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery																												
<p>• ARTISTS or STYLES, MASTERPIECES, PERIODS & FOCUS POINTS</p>	<p><i>The student will:</i></p> <p>1. Identify historically significant artists or styles, masterpieces, periods and focus points.</p>	9.2ABCDE FG	4																														
	<table border="1"> <thead> <tr> <th>ARTIST or PERIOD</th> <th>MASTER-PIECES</th> <th>PERIOD/Style</th> <th>FOCUS POINTS</th> </tr> </thead> <tbody> <tr> <td>Picasso</td> <td><i>Portrait of Igor Stravinsky</i></td> <td>MODERN</td> <td>perceptual skills</td> </tr> <tr> <td>Matisse</td> <td>Teacher-selected</td> <td>MODERN/Post-Impressionism</td> <td>contour line</td> </tr> <tr> <td>Dali</td> <td>Teacher-selected</td> <td>MODERN/Surrealism</td> <td>composition & perspective</td> </tr> <tr> <td>Escher</td> <td>Teacher-selected</td> <td>MODERN</td> <td>tessellation</td> </tr> <tr> <td>Michael-angelo</td> <td>Teacher – selected</td> <td>RENAISSANCE</td> <td>anatomy figures</td> </tr> <tr> <td>Renaissance</td> <td>Teacher-selected</td> <td>RENAISSANCE</td> <td>perspective</td> </tr> </tbody> </table>					ARTIST or PERIOD	MASTER-PIECES	PERIOD/Style	FOCUS POINTS	Picasso	<i>Portrait of Igor Stravinsky</i>	MODERN	perceptual skills	Matisse	Teacher-selected	MODERN/Post-Impressionism	contour line	Dali	Teacher-selected	MODERN/Surrealism	composition & perspective	Escher	Teacher-selected	MODERN	tessellation	Michael-angelo	Teacher – selected	RENAISSANCE	anatomy figures	Renaissance	Teacher-selected	RENAISSANCE	perspective
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WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART I	
STRAND: III. ART HISTORY		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• MULTI-CULTURAL ART	<p><i>The student will:</i></p> <p>2. Identify other significant Art History items referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including:</p> <p style="padding-left: 20px;">a. NONE</p> <p>INTERDISCIPLINARY – HISTORICAL & CULTURAL CONNECTIONS</p>	9.2ABC DEFG	4		
	<p>3. Identify significant multicultural art referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including examples such as:</p> <p style="padding-left: 20px;">a. NONE</p> <p>INTERDISCIPLINARY – SOCIAL STUDIES</p>	9.2ABC DEFG	4		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART I	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ANALYZE ARTWORK	<p><i>The student will:</i></p> <p>1. Apply Elements of Art using appropriate vocabulary and prescribed criteria to analyze selected student artwork (their own and others) and masterpieces in a variety of historical and cultural contexts to determine how the objectives of the lesson have been met with regard to:</p> <ul style="list-style-type: none"> a. the meaning, idea or theme b. quality of the content based on technique and process c. craftsmanship <p>Methods of informal and formal assessment: dialogue, oral responses, written evaluation, teacher-made rubrics; teacher-made written assessment with focused criteria</p>	9.3ABCDE	5		
	<p>2. Use appropriate vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works of art.</p>	9.3ABCDEF	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART I	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • INTER-DISCIPLINARY TRANSFER • CREATIVITY 	<p><i>The student will:</i></p> <p>3. Use three types of critical analysis as appropriate for the high school level:</p> <ul style="list-style-type: none"> a. formal – discussion and evaluation of the elements and principle essential to works in the arts and humanities b. contextual – discussion and evaluation with consideration of factors surrounding the origin and heritage to works in the arts and humanities c. intuitive – discussion and evaluation of one’s subjective insight to works in the arts and humanities 	9.3ABCDEF	5		
	<p>4. Compare how ideas and concepts are communicated through visual art to how they are expressed in other art forms (music, theatre, dance, etc.) and other academic disciplines.</p> <p>INTERDISCIPLINARY</p>	9.3ABCDEF	5, 6		
	<p>5. Evaluate the creative process involved in the development of artwork concerning:</p> <ul style="list-style-type: none"> a. illustration b. invention c. imagination 	9.3ABCDEF	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART I	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • APPROACH 	<p><i>The student will:</i></p> <p>6. Describe the positive, negative and controversial roles of the visual arts, past and present.</p>	9.3ABCDEFG			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART I	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• CREATE, PERCEIVE & RESPOND AESTHETICALLY	<i>The student will:</i> 1. Describe the meaning or purpose of his or her artwork and that the purpose of art can be to communicate and persuade.	9.4ABCD	5		
	2. Describe his or her personal feelings and responses to viewing selected artwork and the environment, giving reasons for those feelings and responses using an advanced art vocabulary.	9.4ABCD	5		
	3. Recognize the artwork of others as important.	9.4ABCD	5		
	4. Create fantasy environments while distinguishing between environments as reality or fantasy.	9.4ABCD	5		
	5. Identify how an individual artist's background and experiences affect how artwork is created and how meaning is conveyed.	9.4ABCD	5		
	6. Describe how the <i>Elements of Art</i> and <i>Principles of Design</i> applied from the curriculum for this grade level are used to convey ideas, meanings, and/or feelings in his or her own and selected artwork.	9.4ABCD	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART I	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<i>The student will:</i>				
	7. Identify how the environment and time period affect how artwork is created and how meaning is conveyed.	9.4ABCD	4, 5		
	8. Identify expressive symbols that show philosophical meaning.	9.4ABCD	5		
	9. Recognize movement and rhythm as it relates to art and music by creating artwork while listening and ‘feeling’ a variety of music and expressing its movement and rhythm. (I.e. slow and fast music, ‘jazzy’ music)	9.4ABCD	5, 6		
	10. Create artwork that visually represents his or her own important ideas and feelings, while incorporating constructive growth.	9.4ABCD	5		
	11. Create artwork by inventing original imagery to convey meaning, including visual symbolism and emotion.	9.4ABCD	5		
	12. Describe how artists draw from their experiences and beliefs to make choices in media, technique, subject matter and themes to communicate ideas through artwork.	9.4ABCD	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART I	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<p><i>The student will:</i></p> <p>13. Describe his or her interpretation of the effectiveness of artwork in meeting its intended purpose.</p> <p>14. Respond to philosophical statements about artwork.</p> <p>15. Describe how attributes of the viewer’s environment influences individual responses to artwork.</p> <p>16. Create artwork making artistic decisions throughout using his or her knowledge, beliefs and values.</p>	<p>9.4ABCD</p> <p>9.4ABCD</p> <p>9.4ABCD</p> <p>9.4ABCD</p>			

**WEST ALLEGHENY SCHOOL DISTRICT
VISUAL ARTS CURRICULUM**

ART II



Visual Arts Skills/Concepts Addressed in Each Grade Level/Course	
Strand	HIGH SCHOOL – ART II
	The following skills/concepts will be covered throughout the year.
Elements of Art	<p>Create artwork reflecting specific objectives within the <i>Elements of Art</i>, including:</p> <ol style="list-style-type: none"> 1. LINE. Create an optical illusion using line. Create a 2-D drawing of the student’s own handcrafted, 3-D cubistic form. Create a letter/word design based on the student’s own monogram or word definitions. Create a 2-D drawing of a cubistic form as a life study. Create a 3-D sculpture that uses line as a tool for surface design. 2. SHAPE. Create monogram or word designs using letter shapes to display the relationship of word meanings and letter shapes to images and content. 3. VALUE. Demonstrate understanding of value in common contexts: gradations, reflective light, atmospheric light, texture and contrast. Create an eye drawing from a photograph. Create artwork using value changes of color from tint to shade. Create artwork emphasizing value by illustrating texture. 4. FORM. Create a 3-D cubistic form from paper sculpture. 5. TEXTURE. Create artwork using line, value and color to create texture on a 2-D picture plane. Demonstrate colored pencil techniques to show surface texture qualities. Create object drawings using a subtractive process with scratchboard. Create drawings that demonstrate illustrative techniques in pastel rendering to create implied texture. Create surface texture using various cut paper techniques. 6. SPACE. Create a box drawing with pencils to show cubistic 3-D forms on a 2-D plane. Create 3-D object drawings in perspective on a 2-D picture plane with a theme. Create an optical illusion in the style of Asian and contemporary op art. Compare his or her box drawings to the linear qualities of the architecture of Frank Lloyd Wright. 7. COLOR. Create artwork using a limited color palette.
Principles of Design	<p>Create artwork reflecting specific objectives within the <i>Principles of Design</i>, including:</p> <ol style="list-style-type: none"> 1. CONTRAST. Define and apply contrast concepts to an Escher study that shows contrast in positive/negative graphic design and to box designs with contrasting 3-D organic and geometric forms. 2. MOVEMENT. Define and apply movement concepts to use repetition of line, shape and/or color to allow the eye to move throughout the composition, in ‘looking up/looking down’ human figure studies, in figure studies of the human face and in box design drawings to demonstrate linear movement as optical imagery. 3. EMPHASIS. Define and apply emphasis concepts in placement, grouping, perspective and repetition of shapes and color, and in drawings in the style of Escher. 4. BALANCE. Define and apply balance concepts, including symmetrical or the lack of symmetrical balance in the human face, through ‘looking up/looking down’ facial drawings, through a 3-D sculpture that shows both physical and artistic balance, and in a radial symmetry design. 5. UNITY. Define unity as the sense of oneness or wholeness in a work of art. Apply unity compositionally as a whole, technically as a process, as the relationship of parts to the whole and parts to parts, and as a conscious aspect integral to each lesson. 6. RHYTHM. Define and apply rhythm concepts in a 3-D box design. 7. PROPORTION. Define and apply perceptual skills to format the composition in proportion, accurately relating parts to parts and parts to a whole.
Art History	<ul style="list-style-type: none"> • Identify historically significant artists or styles, masterpieces, periods and focus points: Escher, Frank Lloyd Wright, Klee, Miro, Max, Van Gogh, Rembrandt, Riley & Egyptian art. • Identify significant multicultural art: Asian art
Criticism	<ul style="list-style-type: none"> • Use appropriate vocabulary and prescribed criteria in applying <i>Elements of Art</i> and <i>Principles of Design</i> to analyze selected student artwork (their own and others) and masterpieces to determine how the objectives of the lesson have been met with regard to technique, process and craftsmanship. • Use appropriate vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works of art. • Use appropriate vocabulary and prescribed criteria to compare how ideas and concepts are communicated through visual art as expressed in other art forms and academic disciplines. • Nurture creativity and develop the creative process, including illustration, invention and imagination • Describe the positive, negative and controversial roles of the visual arts, past and present. • Use three types of critical analysis as appropriate for the MS level: formal, contextual and intuitive

Aesthetics	<p>Describe the meaning or purpose of his or her artwork. Describe his or her personal feelings and responses to viewing selected artwork and the environment, giving reasons for those feelings and responses using an advanced art vocabulary. Recognize the artwork of others as important. Identify how the Elements and Principles are used to tell a story or convey feeling. Identify how an individual artist's background and experiences as well as the environment and time period affect how artwork is created and how meaning is conveyed. Identify expressive symbols that show philosophical meaning. Recognize movement and rhythm as it relates to both art and music. Create artwork by inventing original imagery to convey meaning, including visual symbolism and emotion. Describe how artists draw from their experiences and beliefs to make choices in media, technique, subject matter and themes to communicate ideas through artwork. Respond to philosophical statements about artwork. Describe how attributes of the viewer's environment influences individual responses to artwork. Create artwork making artistic decisions throughout using his or her knowledge, beliefs and values.</p> <p>NEW.</p> <ul style="list-style-type: none">• Describe his or her interpretation of the levels of meaning in selected artwork, both as stated and from personal perspective, while recognizing the diverse influences upon the artist that impacted his or her artwork.
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WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART II	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 1. LINE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING LINE	<i>The student will:</i> 1. Create an optical illusion using line. RESOURCES: Riley, Vasserly, Frank Lloyd Wright	9.1ABCD	1, 2, 3		
	2. Create a 2-D drawing of the student’s own handcrafted, 3-D cubistic form. (I.e. box) INTERDISCIPLINARY – MATH	9.1ABCD	1, 2, 3, 6		
	3. Create a letter/word design based on the student’s own monogram or word definitions. INTERDISCIPLINARY – LANGUAGE	9.1ABCD	1, 2, 3, 6		
	4. Create a 2-D drawing of a cubistic form as a life study. (I.e. book, box)	9.1ABCD	1, 2, 3		
	5. Create a 3-D sculpture that uses line as a tool for surface design. (I.e. gargoyles, bugs) INTERDISCIPLINARY: SCIENCE & SOCIAL STUDIES	9.1ABCD	1, 2, 3, 4, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART II	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 2. SHAPE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • USING SHAPE 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Create a cut and paste tryptich of three principles of design emphasizing graphic shapes with a limited palette. 2. Create monogram or word designs using letter shapes to display the relationship of word meanings and letter shapes to images and content. <p>INTERDISCIPLINARY – LANGUAGE ARTS</p>	<p>9.1ABCD</p> <p>9.1ABCD</p>	<p>1, 2, 3</p> <p>1, 2, 3, 6</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART II	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 3. VALUE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT VALUE • USING VALUE 	<i>The student will:</i> 1. Demonstrate understanding of value in common contexts: a. gradations b. reflective light c. atmospheric light d. texture e. contrast	9.1AC	2		
	2. Compile a picture file emphasizing value.	9.1AC	2		
	3. Create an eye drawing from a photograph with graphite pencils. RESOURCES: Escher INTERDISCIPLINARY – MATH <i>Using a grid with proportion/scale</i>	9.1ABCD	1, 2, 3, 6		
	4. Create artwork using value changes of color from tint to shade. (I.e. life study drawings, food)	9.1ABCD	1, 2, 3		
	5. Create artwork emphasizing value by illustrating texture. (I.e. animals, habitats, food) INTERDISCIPLINARY – SCIENCE	9.1ABCD	1, 2, 3, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART II	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 4. FORM	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING FORM	<i>The student will:</i>				
	1. Create a 3-D cubistic form from paper sculpture.	9.1ABCD	1, 2, 3		
	2. Create a sculpture. (I.e. gargoyles, salt and pepper shakers, bugs)	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART II	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 5. TEXTURE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT TEXTURE • USING TEXTURE 	<i>The student will:</i> 1. Compile a picture file of man-made and organic forms that depict visual textures.	9.1AC	2		
	2. Create artwork using line, value and color to create texture on a 2-D picture plane.	9.1ABCD	1, 2, 3		
	3. Demonstrate colored pencil techniques to show surface texture qualities.	9.1ABCD	1, 2, 3		
	4. Create object drawings using a subtractive process with scratchboard that show texture through line, shape and value.	9.1ABCD	1, 2, 3		
	5. Create drawings that demonstrate illustrative techniques in pastel rendering to create implied texture. (I.e. animals) INTERDISCIPLINARY – SCIENCE	9.1ABCD	1, 2, 3, 6		
	6. Create surface texture using various cut paper techniques.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART II	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 6. SPACE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING SPACE	<i>The student will:</i>				
	1. Create a box drawing with pencils to show cubistic 3-D forms on a 2-D plane. (I.e. Starburst candy, box, book) INTERDISCIPLINARY – MATH	9.1ABCD	1, 2, 3, 6		
	2. Create 3-D object drawings in perspective on a 2-D picture plane with a theme. RESOURCES: Van Gogh	9.1ABCD	1, 2, 3		
	3. Create an optical illusion by manipulating line, shape and space in the style of Asian and contemporary op art. RESOURCES: Riley, Vasarely INTERDISCIPLINARY – SOCIAL STUDIES	9.1ABCD	1, 2, 3, 4		
	4. Compare his or her box drawings to the linear qualities of the architecture of Frank Lloyd Wright. INTERDISCIPLINARY – SOCIAL STUDIES	9.1ABCD	1, 2, 3, 4		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART II	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 7. COLOR	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • USING COLOR 	<p><i>The student will:</i></p> <p>1. Create artwork using a limited color palette. (I.e. colored pencils, pastels, cut paper, peanut drawing (organic color/texture), Starburst candy (man made/geometric))</p>	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART II	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 1. CONTRAST	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT CONTRAST • USING CONTRAST 	<p><i>The student will:</i></p> <p>1. Identify contrast as differences between or among items concerning the <i>Elements of Art</i>.</p>	9.1AC	2		
	2. Identify contrast in selected artwork and the environment.	9.1AC	2		
	3. Create artwork emphasizing contrast within the <i>Elements of Art</i> .	9.1ABCD	1, 2, 3		
	4. Create an Escher study that shows contrast in positive/negative graphic design.	9.1ABCD	1, 2, 3		
	5. Create box designs that show contrast in 3-D organic and geometric forms. INTERDISCIPLINARY – MATH <i>Measurement</i>	9.1ABCD	1, 2, 3, 6		
	6. Create a cut and paste design tryptich project that illustrates contrast as a principle of design.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART II	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 2. MOVEMENT	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT MOVEMENT • USING MOVEMENT 	<i>The student will:</i> 1. Define movement as actual motion, or the illusion of motion; repetition of elements.	9.1AC	2		
	2. Identify movement in selected artwork.	9.1AC	2		
	3. Create artwork that shows visual movement using repetition of line, shape and/or color, which allows the eye to move throughout the composition.	9.1ABCD	1, 2, 3		
	4. Create a cut and paste design tryptich project that illustrates movement as a principle of design.	9.1ABCD	1, 2, 3		
	5. Create artwork emphasizing movement through ‘looking up/looking down’ human figure studies.	9.1ABCD	1, 2, 3		
	6. Create artwork emphasizing dynamic movement through figure studies of the human face. (I.e. eye direction of the subject matter)	9.1ABCD	1, 2, 3		
	7. Create box design drawings to demonstrate linear movement as optical imagery.	9.1ABCD	1, 2, 3, 6		
INTERDISCIPLINARY – MATH <i>Measurement</i>					

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART II	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 3. EMPHASIS	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT EMPHASIS • USING EMPHASIS 	<p><i>The student will:</i></p> <p>1. Identify emphasis as an area of dominance or focus, center of interest, or object of importance to which the viewer’s eye is drawn.</p>	9.1AC	2		
	2. Identify emphasis in selected artwork.	9.1AC	2		
	3. Create artwork that shows emphasis through placement and grouping of shapes and colors. (I.e. tryptich cut and paste design collage)	9.1ABCD	1, 2, 3		
	4. Create a drawing in graphite pencil. (I.e. eye) RESOURCES: Escher	9.1ABCD	1, 2, 3		
	5. Create artwork in the style of Escher that applies emphasis through placement, grouping, perspective and repetition.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART II	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 4. BALANCE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT BALANCE	<i>The student will:</i>				
	1. Define balance as the distribution of visual weight.	9.1AC	2		
	2. Identify balance in selected artwork and the environment. (I.e. masks)	9.1AC	2		
	3. Define asymmetrical balance as two sides that are visually equal without being identical.	9.1AC	2		
	4. Identify asymmetrical balance in selected artwork and the environment. (I.e. masks)	9.1AC	2		
• USING BALANCE	5. Compile a picture file of human faces.	9.1AC	2		
	6. Create artwork showing symmetrical or the lack of symmetrical balance in the human face. INTERDISCIPLINARY – SCIENCE <i>Biology of the human face</i>	9.1ABCD	1, 2, 3, 6		
	7. Create artwork emphasizing balance through ‘looking up/looking down’ facial drawings.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART II	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 4. BALANCE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<p><i>The student will:</i></p> <p>8. Create a cut and paste tryptich collage composition showing balance in the placement and grouping of shapes.</p> <p>9. Create a 3-D sculpture that shows both physical and artistic balance. (I.e. gargoyles, masks) INTERDISCIPLINARY – SOCIAL STUDIES</p> <p>10. Create a radial symmetry design. RESOURCES: Mandala (Native American) cut color design INTERDISCIPLINARY – SOCIAL STUDIES</p>	<p>9.1ABCD</p> <p>9.1ABCD 9.2ABCDEFG</p> <p>9.1ABCD 9.2ABCDEFG</p>	<p>1, 2, 3</p> <p>1, 2, 3, 4</p> <p>1, 2, 3, 4</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART II	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 5. UNITY	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT UNITY & USING UNITY	<i>The student will:</i> 1. Define unity as the sense of oneness or wholeness in a work of art.	9.1AC	2		
	2. Identify unity in selected artwork and his or her own artwork compositionally as a whole.	9.1ABCD	1, 2, 3		
	3. Identify unity in selected artwork and his or her own artwork technically as a process.	9.1ABCD	1, 2, 3		
	4. Identify unity in selected artwork and his or her own artwork as the relationship of parts to the whole and parts to parts.	9.1ABCD	1, 2, 3		
	5. Identify unity in selected artwork and his or her own artwork as a conscious aspect integral to each lesson.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART II	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 6. RHYTHM	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT RHYTHM	<i>The student will:</i> 1. Identify rhythm as the careful placement of repeated elements in a work of art to cause a visual tempo or beat.	9.1AC	2		
	2. Identify rhythm in selected artwork and the environment.	9.1AC	2		
• USING RHYTHM	3. Create a cut and paste design tryptich project that illustrates rhythm as a <i>Principle of Design</i> .	9.1ABCD	1, 2, 3		
	4. Create a 3-D box design using line.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART II	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 7. PROPORTION	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT PROPORTION 	<i>The student will:</i> 1. Identify proportion as the relationship within artwork between one part to another in terms of size (little/big), placement (where) and/or amount (quantity and surface coverage).	9.1AC			
	2. Identify proportion in selected artwork and the environment.	9.1AC			
	<ul style="list-style-type: none"> • USING PROPORTION 3. Create artwork applying perceptual skills to format the composition in proportion, accurately relating parts to parts and parts to a whole. (I.e. Use of 'grid' method, food drawing, 'viewfinder' technique, eye drawing, 3-D box drawing, facial features 'looking up/looking down' drawing)	9.1ABCD			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART II	
STRAND: III. ART HISTORY		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES				PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ARTISTS or STYLES, MASTERPIECES, PERIODS & FOCUS POINTS	<i>The student will:</i> 1. Identify historically significant artists or styles, masterpieces, periods and focus points.				9.2ABCDEF GH	4		
	ARTIST or PERIOD	MASTERPIECES	PERIOD/Style	FOCUS POINTS				
	Escher	<i>The Reflecting Globe</i>	MODERN	principles of design				
	Frank Lloyd Wright	<i>Falling Water; Guggenheim Museum</i>	MODERN	3-D form; architecture; sculpture				
	Klee	Teacher selected	MODERN	line & shape				
	Jon Miro	Teacher selected	MODERN- /Surrealism	line & shape				
	Peter Max	Teacher selected	CON- TEMPORARY	line, shape & color				
	Van Gogh	<i>The Bedroom</i>	MODERN/Post – Impressionism	perspective				
	Rembrandt	Teacher selected	RENAISSANCE	value				
	Egyptian	Teacher selected	ANCIENT CIVILIZATIONS	shape & symbol				
Riley	Teacher selected	CON- TEMPORARY/ Op art	optical illusion					

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART II	
STRAND: III. ART HISTORY		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• MULTI-CULTURAL ART	<p><i>The student will:</i></p> <p>INTERDISCIPLINARY – HISTORICAL & CULTURAL CONNECTIONS</p> <p>2. Identify other significant Art History items referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including:</p> <p> a. NONE</p>	9.2ABCDE FG	4		
	<p>INTERDISCIPLINARY – HISTORICAL & CULTURAL CONNECTIONS</p> <p>3. Identify significant multicultural art referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including examples such as:</p> <p> a. Asian art</p> <p>INTERDISCIPLINARY – SOCIAL STUDIES</p>	9.2ABCDE FGH	4		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART II	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ANALYSIS	<p><i>The student will:</i></p> <p>1. Apply Elements of Art and Principles of Design using appropriate vocabulary and prescribed criteria to analyze selected student artwork (their own and others) and masterpieces in a variety of historical and cultural contexts to determine how the objectives of the lesson have been met with regard to:</p> <ul style="list-style-type: none"> a. the meaning, idea or theme b. quality of the content based on technique and process c. craftsmanship <p>Methods of informal and formal assessment: dialogue, oral responses, written evaluation, student-made rubrics, and teacher-made rubrics; teacher-made written assessment with focused criteria</p>	9.3ABCDE	5		
	<p>2. Use appropriate vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works of art.</p>	9.3ABCDEF	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART II	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • INTER-DISCIPLINARY TRANSFER • CREATIVITY 	<p><i>The student will:</i></p> <p>3. Use three types of critical analysis as appropriate for the high school level:</p> <ul style="list-style-type: none"> a. formal – discussion and evaluation of the elements and principle essential to works in the arts and humanities b. contextual – discussion and evaluation with consideration of factors surrounding the origin and heritage to works in the arts and humanities c. intuitive – discussion and evaluation of one’s subjective insight to works in the arts and humanities 	9.3ABCDEF	5		
	4. Compare how ideas and concepts are communicated through visual art to how they are expressed in other art forms (music, theatre, dance, etc.) and other academic disciplines. INTERDISCIPLINARY	9.3ABCDEF	5, 6		
	5. Evaluate the creative process involved in the development of artwork concerning:	9.3ABCDEF	5		
	<ul style="list-style-type: none"> a. illustration b. invention c. imagination 				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART II	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• APPROACH	<i>The student will:</i> 6. Describe the positive, negative and controversial roles of the visual arts, past and present.	9.3ABC DEFG	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART II	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• CREATE, PERCEIVE & RESPOND AESTHETICALLY	<i>The student will:</i>				
	1. Describe the meaning or purpose of his or her artwork and that the purpose of art can be to communicate and persuade.	9.4ABCD	5		
	2. Describe his or her personal feelings and responses to viewing selected artwork and the environment, giving reasons for those feelings and responses using an advanced art vocabulary.	9.4ABCD	5		
	3. Recognize the artwork of others as important.	9.4ABCD	5		
	4. Create fantasy environments while distinguishing between environments as reality or fantasy.	9.4ABCD	5		
	5. Identify how an individual artist's background and experiences affect how artwork is created and how meaning is conveyed.	9.4ABCD	5		
	6. Describe how the <i>Elements of Art</i> and <i>Principles of Design</i> applied from the curriculum for this grade level are used to convey ideas, meanings, and/or feelings in his or her own and selected artwork.	9.4ABCD	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART II	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<i>The student will:</i>				
	7. Identify how the environment and time period affect how artwork is created and how meaning is conveyed.	9.4ABCD	4, 5		
	8. Identify expressive symbols that show philosophical meaning.	9.4ABCD	5		
	9. Recognize movement and rhythm as it relates to art and music by creating artwork while listening and ‘feeling’ a variety of music and expressing its movement and rhythm. (I.e. slow and fast music, ‘jazzy’ music)	9.4ABCD	5, 6		
	10. Create artwork that visually represents his or her own important ideas and feelings, while incorporating constructive growth.	9.4ABCD	5		
	11. Create artwork by inventing original imagery to convey meaning, including visual symbolism and emotion.	9.4ABCD	5		
	12. Describe how artists draw from their experiences and beliefs to make choices in media, technique, subject matter and themes to communicate ideas through artwork.	9.4ABCD	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART II	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<i>The student will:</i>				
	13. Describe his or her interpretation of the effectiveness of artwork in meeting its intended purpose.	9.4ABCD	5		
	14. Respond to philosophical statements about artwork.	9.4ABCD	5		
	15. Describe how attributes of the viewer’s environment influences individual responses to artwork.	9.4ABCD	5		
	16. Create artwork making artistic decisions throughout using his or her knowledge, beliefs and values.	9.4ABCD	5		
	17. Describe his or her interpretation of the levels of meaning in selected artwork, both as stated and from personal perspective, while recognizing the diverse influences upon the artist that impacted his or her artwork.	9.4ABCD	5		
		9.4ABCD	5		

WEST ALLEGHENY SCHOOL DISTRICT VISUAL ARTS CURRICULUM

ART III



Visual Arts Skills/Concepts Addressed in Each Grade Level/Course	
Strand	HIGH SCHOOL – ART III
The following skills/concepts will be covered throughout the year.	
Elements of Art	<p>Create artwork reflecting specific objectives within the <i>Elements of Art</i>, including:</p> <ol style="list-style-type: none"> 1. LINE. Illustrate the contour and interior detail of a portrait using a graphic image, and, using a grid as an essential tool. Create a one-point or parallel perspective drawing and a two-point or angular perspective drawing. 2. SHAPE. Create a painting using graphic shapes in the style of Andy Warhol that emphasizes a hard-edge outline to enclose an area to create shape. Create a design emphasizing shape using stained glass on a clear plate as a mosaic. 3. VALUE. Create a value scale. Reproduce a black and white photo in pencil focusing on the inherent values. 4. FORM. Create a 3-D doll head of an icon or himself/herself. 5. TEXTURE. Create a portrait from a found photograph to illustrate implied texture. Create a self-portrait from a black and white photograph to illustrate implied texture. 6. SPACE. Define surreal as the juxtaposition of a real object in an unreal place or space OR an unreal object in a real place or space. Create a 2-D surreal perspective drawing in colored pencil applying the concepts of above, below, around, behind, into and through to indicate position or action in space. 7. COLOR. Create a 100-color paint chart to explore the concepts of color mixing and color harmonies. Create a self-portrait painting emphasizing color harmonies.
Principles of Design	<p>Create artwork reflecting specific objectives within the <i>Principles of Design</i>, including:</p> <ol style="list-style-type: none"> 1. CONTRAST. Create a graphite pencil drawing to illustrate contrast through value scale. Create a self-portrait acrylic painting using color as value. 2. MOVEMENT. Create artwork that illustrates how linear perspective creates visual or dynamic movement on a 2-D picture plane. 3. EMPHASIS. Create a caricature drawing or sculpture that restructures a distinguishing feature of the human face. Format a drawing of the human face that shows emphasis through determining the relative importance of the component parts of the composition. 4. BALANCE. Create portraiture that shows symmetrical and asymmetrical balance. Create a caricature that shows symmetrical and asymmetrical balance. Create artwork that shows radial balance. 5. UNITY. Apply unity compositionally as a whole, technically as a process, as the relationship of parts to the whole and parts to parts, and as a conscious aspect integral to each lesson. 6. RHYTHM. Create artwork using color to generate optical awareness of rhythm. Create artwork using the painterly style of brushwork to demonstrate visual rhythm. 7. PROPORTION. Illustrate portrait drawings from a photograph using a grid. Create linear perspective drawings, incorporating the illusion of correct proportion.
Art History	<ul style="list-style-type: none"> • Identify historically significant artists or styles, masterpieces, periods and focus points: Da Vinci, Michaelangelo, Warhol, Albers, Close, Van Gogh, Cezanne
Criticism	<p>ONGOING FROM ART I & II.</p> <ul style="list-style-type: none"> • Use appropriate vocabulary and prescribed criteria in applying <i>Elements of Art</i> and <i>Principles of Design</i> to analyze selected student artwork (their own and others) and masterpieces to determine how the objectives of the lesson have been met with regard to technique, process and craftsmanship. • Use appropriate vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works of art. • Use appropriate vocabulary and prescribed criteria to compare how ideas and concepts are communicated through visual art as expressed in other art forms and academic disciplines. • Nurture creativity and develop the creative process, including illustration, invention and imagination • Describe the positive, negative and controversial roles of the visual arts, past and present. • Use three types of critical analysis as appropriate for the MS level: formal, contextual and intuitive <p>NEW.</p> <ul style="list-style-type: none"> • Describe the active roles of artists, patrons, curators, gallery owners and critics in the visual arts. • Compare and contrast the positions or opinions of art critics related to a given artwork.

<p>Aesthetics</p>	<p>ONGOING FROM ART I & II.</p> <ul style="list-style-type: none"> • Describe the meaning or purpose of his or her artwork. Describe his or her personal feelings and responses to viewing selected artwork and the environment, giving reasons for those feelings and responses using an advanced art vocabulary. Recognize the artwork of others as important. Identify how the Elements and Principles are used to tell a story or convey feeling. Identify how an individual artist's background and experiences as well as the environment and time period affect how artwork is created and how meaning is conveyed. Identify expressive symbols that show philosophical meaning. Recognize movement and rhythm as it relates to both art and music. Create artwork by inventing original imagery to convey meaning, including visual symbolism and emotion. Describe how artists draw from their experiences and beliefs to make choices in media, technique, subject matter and themes to communicate ideas through artwork. Respond to philosophical statements about artwork. Describe how attributes of the viewer's environment influences individual responses to artwork. Create artwork making artistic decisions throughout using his or her knowledge, beliefs and values. Describe his or her interpretation of the levels of meaning in selected artwork, both as stated and from personal perspective, while recognizing the diverse influences upon the artist that impacted his or her artwork. <p>NEW.</p> <ul style="list-style-type: none"> • Analyze his or her interpretation of the effectiveness of artwork in meeting its intended purpose to that of other students and to other informed individual or group opinions.
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WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART III	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 1. LINE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• TOOLS	<i>The student will:</i> 1. Illustrate the contour and interior detail of a portrait using a graphic image. RESOURCES: Warhol	9.1AC	2		
	2. Illustrate the contour and interior detail of a self-portrait using a grid as an essential tool. RESOURCES: Chuck Close INTERDISCIPLINARY - MATH	9.1AC	2, 6		
• USING LINE	3. Create a one-point or parallel perspective drawing. INTERDISCIPLINARY – MATH	9.1ABCD	1, 2, 3, 6		
	4. Create a two-point or angular perspective drawing. INTERDISCIPLINARY - MATH	9.1ABCD	1, 2, 3, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART III	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 2. SHAPE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING SHAPE	<i>The student will:</i> 1. Create a painting using graphic shapes in the style of Andy Warhol that emphasizes a hard-edge outline to enclose an area to create shape resulting in positive and negative space.	9.1ABCD 9.2ABCD EFGH	1, 2, 3, 4		
	2. Create a design emphasizing shape using stained glass on a clear plate as a mosaic.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART III	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 3. VALUE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT VALUE	<i>The student will:</i>				
	1. Create a value scale from white to medium gray to black using pencil.	9.1AC	2		
	2. Compile a picture file of black and white photographs.	9.1AC	2		
	3. Compile a value scale sampler to demonstrate hue, intensity and temperature.	9.1AC	2		
• USING VALUE	4. Describe how the reflection of light affects the values perceived in the self-portrait photo. INTERDISCIPLINARY – SCIENCE	9.1AC	2, 6		
	5. Reproduce black and white source material by reproducing a black and white photo in pencil focusing on the inherent values.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART III	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 4. FORM	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING FORM	<p><i>The student will:</i></p> <p>1. Create a 3-D doll head of an icon or himself/herself. (I.e. puppets, bobble-heads)</p>	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART III	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 5. TEXTURE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT TEXTURE • USING TEXTURE 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Compile a picture file of portrait photographs that depict surface texture. 2. Create a portrait from a found photograph to illustrate implied texture using pastels. 3. Create a self-portrait from a black and white photograph to illustrate implied texture using graphite. 4. Create a self-portrait from a black and white photograph to illustrate implied texture using a limited palette of acrylic paints. 	<p>9.1AC</p> <p>9.1ABCD</p> <p>9.1ABCD</p> <p>9.1ABCD</p>	<p>2</p> <p>1, 2, 3</p> <p>1, 2, 3</p> <p>1, 2, 3</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART III	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 6. SPACE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT SPACE	<i>The student will:</i> 1. Define one-point perspective, two-point perspective, direction (horizontal, vertical/diagonal), parallel and perpendicular lines, horizon line, vanishing point. converging lines, picture plane, foreground, middleground and background.	9.1AC	2		
	2. Compile a picture file of perspective, line and direction concepts.	9.1AC	2		
	3. Define surreal as the juxtaposition of a <i>real</i> object in an <i>unreal</i> place or space OR an <i>unreal</i> object in a <i>real</i> place or space. RESOURCES: Dali, Magritte	9.1AC	2		
• USING SPACE	4. Create a 2-D surreal perspective drawing in colored pencil applying the concepts of above, below, around, behind, into and through to indicate position or action in space.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART III	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 7. COLOR	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT COLOR	<i>The student will:</i> 1. Define color terminology, including spectrum, intensity, tint, shade and triadic harmony.	9.1AC	2		
	2. Create a 100-color paint chart to explore the concept of color mixing, including the color harmonies of analogous, split complementary, monochromatic, warm and cool, and complementary colors. INTERDISCIPLINARY – MATH & SCIENCE	9.1AC	1, 2, 3, 6		
	3. Compile a picture file of pop culture idols. INTERDISCIPLINARY – SOCIAL STUDIES	9.1AC	1, 2, 3, 4		
• USING COLOR	4. Create a self-portrait painting emphasizing color harmonies.	9.1ABCD	1, 2, 3		
	5. Illustrate artwork in the style of Andy Warhol, then paint the artwork as a color study (color as value). INTERDISCIPLINARY – SOCIAL STUDIES	9.1ABCD 9.2ABCD EFGH	1, 2, 3, 4		
	6. Reproduce color source material by illustrating a self-portrait from a photograph using acrylic paint.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART III	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 1. CONTRAST	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING CONTRAST	<i>The student will:</i>				
	1. Create a graphite pencil drawing to illustrate contrast through value scale.	9.1ABCD	1, 2, 3		
	2. Create a self-portrait acrylic painting using color as value.	9.1ABCD	1, 2, 3		
	3. Create artwork emphasizing contrast using light, medium and dark values (color as value).	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART III	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 2. MOVEMENT	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • USING MOVEMENT 	<p><i>The student will:</i></p> <p>1. Create artwork emphasizing movement that illustrates how linear perspective creates visual or dynamic movement on a 2-D picture plane. (I.e. ‘pipes’ pencil practice drawings)</p>	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART III	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 3. EMPHASIS	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING EMPHASIS	<i>The student will:</i> 1. Create a caricature drawing or sculpture that shows emphasis through restructuring a distinguishing feature of the human face.	9.1ABCD	1, 2, 3		
	2. Format a drawing of the human face that shows emphasis through determining the relative importance of the component parts of the composition.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART III	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 4. BALANCE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING BALANCE	<i>The student will:</i> 1. Create portraiture that shows symmetrical and asymmetrical balance.	9.1ABCD	1, 2, 3		
	2. Create a caricature that shows symmetrical and asymmetrical balance.	9.1ABCD	1, 2, 3		
	3. Create artwork that shows radial balance. (I.e. coil pottery)	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART III	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 5. UNITY	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT UNITY & USING UNITY	<i>The student will:</i>				
	1. Identify unity in selected artwork and his or her own artwork compositionally as a whole.	9.1ABCD			
	2. Identify unity in selected artwork and his or her own artwork technically as a process.	9.1ABCD			
	3. Identify unity in selected artwork and his or her own artwork as the relationship of parts to the whole and parts to parts.	9.1ABCD			
	4. Identify unity in selected artwork and his or her own artwork as a conscious aspect integral to each lesson.	9.1ABCD			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART III	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 6. RHYTHM	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING RHYTHM	<i>The student will:</i> 1. Create artwork using color to generate optical awareness of rhythm.	9.1ABCD	1, 2, 3		
	2. Create artwork using the painterly style of brushwork to demonstrate visual rhythm.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART III	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 7. PROPORTION	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING PROPORTION	<i>The student will:</i> 1. Illustrate portrait drawings from a photograph using a grid, first in graphite pencil, then in pastel and acrylic paint. RESOURCES: Chuck Close	9.1ABCD			
	2. Create linear perspective drawings, incorporating the illusion of correct proportion.	9.1ABCD			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: ART III
STRAND: III. ART HISTORY	SUBSTRAND:

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery																																
<p>• ARTISTS or STYLES, MASTERPIECES, PERIODS & FOCUS POINTS</p>	<p><i>The student will:</i></p> <p>1. Identify historically significant artists or styles, masterpieces, periods and focus points.</p>	<p>9.2ABCDEF GH</p>	<p>4</p>																																		
	<table border="1"> <thead> <tr> <th>ARTIST or PERIOD</th> <th>MASTER-PIECES</th> <th>PERIOD/Style</th> <th>FOCUS POINTS</th> </tr> </thead> <tbody> <tr> <td>Da Vinci</td> <td>Teacher selected</td> <td>RENAISSANCE</td> <td>portraiture</td> </tr> <tr> <td>Michael-angelo</td> <td>Teacher selected</td> <td>RENAISSANCE</td> <td>portraiture</td> </tr> <tr> <td>Warhol</td> <td>Teacher selected; portrait collection</td> <td>CONTEMPORARY</td> <td>color theory</td> </tr> <tr> <td>Josef Albers</td> <td>Teacher selected</td> <td>CONTEMPORARY</td> <td>color theory</td> </tr> <tr> <td>Close</td> <td>Teacher selected</td> <td>CONTEMPORARY</td> <td>color as value</td> </tr> <tr> <td>Van Gogh</td> <td>Teacher selected</td> <td>MODERN/Post-Impressionism</td> <td>color theory</td> </tr> <tr> <td>Cezanne</td> <td>Teacher selection</td> <td>MODERN/Post-Impressionism</td> <td>color theory</td> </tr> </tbody> </table>					ARTIST or PERIOD	MASTER-PIECES	PERIOD/Style	FOCUS POINTS	Da Vinci	Teacher selected	RENAISSANCE	portraiture	Michael-angelo	Teacher selected	RENAISSANCE	portraiture	Warhol	Teacher selected; portrait collection	CONTEMPORARY	color theory	Josef Albers	Teacher selected	CONTEMPORARY	color theory	Close	Teacher selected	CONTEMPORARY	color as value	Van Gogh	Teacher selected	MODERN/Post-Impressionism	color theory	Cezanne	Teacher selection	MODERN/Post-Impressionism	color theory
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<p>INTERDISCIPLINARY – HISTORICAL & CULTURAL CONNECTIONS</p>																																					

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART III	
STRAND: III. ART HISTORY		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• MULTI-CULTURAL ART	<p><i>The student will:</i></p> <p>2. Identify other significant Art History items referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including:</p> <p> a. NONE</p> <p>INTERDISCIPLINARY – HISTORICAL & CULTURAL CONNECTIONS</p>	9.2ABCDEFG	4		
	<p>3. Identify significant multicultural art referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including examples such as:</p> <p> a. NONE</p> <p>INTERDISCIPLINARY – SOCIAL STUDIES</p>	9.2ABCDEFG H	4		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART III	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ANALYSIS	<p><i>The student will:</i></p> <p>1. Apply Elements of Art and Principles of Design using advanced vocabulary and prescribed criteria to analyze selected student artwork (their own and others) and masterpieces in a variety of historical and cultural contexts to determine how the objectives of the lesson have been met with regard to:</p> <ul style="list-style-type: none"> a. the meaning, idea or theme b. quality of the content based on technique and process c. craftsmanship 	9.3ABCDE	5		
	<p>Methods of informal and formal assessment: dialogue, oral responses, written evaluation, student-made rubrics, and teacher-made rubrics</p> <p>2. Use advanced vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works of art.</p>	9.3ABCDEF	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART III	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • INTER-DISCIPLINARY TRANSFER • CREATIVITY 	<p><i>The student will:</i></p> <p>3. Use three types of critical analysis as appropriate for the high school level:</p> <ul style="list-style-type: none"> a. formal – discussion and evaluation of the elements and principle essential to works in the arts and humanities b. contextual – discussion and evaluation with consideration of factors surrounding the origin and heritage to works in the arts and humanities c. intuitive – discussion and evaluation of one’s subjective insight to works in the arts and humanities 	9.3ABCDEF	5		
	<p>4. Compare how ideas and concepts are communicated through visual art to how they are expressed in other art forms (music, theatre, dance, etc.) and other academic disciplines.</p> <p>INTERDISCIPLINARY</p>	9.3ABCDEF	5, 6		
	<p>5. Evaluate the creative process involved in the development of artwork concerning:</p> <ul style="list-style-type: none"> a. illustration b. invention c. imagination 	9.3ABCDEF	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART III	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• APPROACH	<i>The student will:</i>				
	6. Describe the positive, negative and controversial roles of the visual arts, past and present.	9.3ABCDEF G	5		
	7. Describe the active roles of artists, patrons, curators, gallery owners and critics in the visual arts.	9.3ABCDEF G	5		
	8. Compare and contrast the positions or opinions of art critics related to a given artwork.	9.3ABCDEF G	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART III	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• CREATE, PERCEIVE & RESPOND AESTHETICALLY	<i>The student will:</i> 1. Describe the meaning or purpose of his or her artwork and that the purpose of art can be to communicate and persuade.	9.4ABCD	5		
	2. Describe his or her personal feelings and responses to viewing selected artwork and the environment, giving reasons for those feelings and responses using an advanced art vocabulary.	9.4ABCD	5		
	3. Recognize the artwork of others as important.	9.4ABCD	5		
	4. Create fantasy environments while distinguishing between environments as reality or fantasy.	9.4ABCD	5		
	5. Identify how an individual artist's background and experiences affect how artwork is created and how meaning is conveyed.	9.4ABCD	5		
	6. Describe how the <i>Elements of Art</i> and <i>Principles of Design</i> applied from the curriculum for this grade level are used to convey ideas, meanings, and/or feelings in his or her own and selected artwork.	9.4ABCD	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART III	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<i>The student will:</i>				
	7. Identify how the environment and time period affect how artwork is created and how meaning is conveyed.	9.4ABCD	4, 5		
	8. Identify expressive symbols that show philosophical meaning.	9.4ABCD	5		
	9. Recognize movement and rhythm as it relates to art and music by creating artwork while listening and ‘feeling’ a variety of music and expressing its movement and rhythm. (I.e. slow and fast music, ‘jazzy’ music)	9.4ABCD	5, 6		
	10. Create artwork that visually represents his or her own important ideas and feelings, while incorporating constructive growth.	9.4ABCD	5		
	11. Create artwork by inventing original imagery to convey meaning, including visual symbolism and emotion.	9.4ABCD	5		
	12. Describe how artists draw from their experiences and beliefs to make choices in media, technique, subject matter and themes to communicate ideas through artwork.	9.4ABCD	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART III	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<i>The student will:</i>				
	13. Describe his or her interpretation of the effectiveness of artwork in meeting its intended purpose.	9.4ABCD	5		
	14. Respond to philosophical statements about artwork.	9.4ABCD	5		
	15. Describe how attributes of the viewer’s environment influences individual responses to artwork.	9.4ABCD	5		
	16. Create artwork making artistic decisions throughout using his or her knowledge, beliefs and values.	9.4ABCD	5		
	17. Describe his or her interpretation of the levels of meaning in selected artwork, both as stated and from personal perspective, while recognizing the diverse influences upon the artist that impacted his or her artwork.	9.4ABCD	5		
	18. Analyze his or her interpretation of the effectiveness of artwork in meeting its intended purpose to that of other students and to other informed individual or group opinions.	9.4ABCD	5		

WEST ALLEGHENY SCHOOL DISTRICT VISUAL ARTS CURRICULUM

ART IV



	Visual Arts Skills/Concepts Addressed in Each Grade Level/Course
Strand	HIGH SCHOOL – ART IV
	The following skills/concepts will be covered throughout the year.
Elements of Art	<p>Create artwork reflecting specific objectives within the <i>Elements of Art</i>, including:</p> <ol style="list-style-type: none"> 1. LINE. Create a surreal operations interior space. Create drawings using line to define the characteristics of man-made and natural objects. Create figure study drawings contrasting qualities of contour and directional line. Create surreal interior and exterior scenes, drawings and/or collages. 2. SHAPE. Create a life study emphasizing positive shape and negative space. 3. VALUE. Draw a life study in pencil to show the effect of light and shadow. Draw a life study of a human figure posed still life model, emphasizing drapery. Illustrate a portrait from a masterwork using charcoal. Draw a pastel still life using monochromatic color tones to define a mood or expressive response. 4. FORM. Create a 3-D functional pottery form that has a symbolic meaning. Create an assemblage sculpture using varied materials based on the synergy of words, defining a symbolic meaning. 5. TEXTURE. Create artwork that shows how line, shape, value and color can create texture. Create clay tiles to explore additive and subtractive textures as a relief sculpture. Reproduce Impressionistic masterworks in crayon to demonstrate the painterly style of brushwork texture. 6. SPACE. Create human figure drawings from a posed live model using foreshortening. Create a life study perspective drawing of an actual interior space. Create a surreal collage/colored pencil drawing of an exterior or interior space. 7. COLOR. Reproduce artwork of an Impressionist master using painterly techniques. Create a 2-D combination colored pencil collage landscape using glooming/atmospheric light. Create ceramics using glazed colors.
Principles of Design	<p>Create artwork reflecting specific objectives within the Principles of Design, including:</p> <ol style="list-style-type: none"> 1. CONTRAST. Create still life object drawings using high contrast as value scale. Create artwork using monochromatic tints and shades. Use the <i>Elements of Art</i> to illustrate contrast. 2. MOVEMENT. Create monochromatic still life drawings of natural objects that are arranged, using line as a directional device, to generate dynamic movement. Create a life study from a posed student model using foreshortening to generate dynamic movement. Use the <i>Elements of Art</i> to illustrate movement. 3. EMPHASIS. Create monochromatic still life study drawings that show emphasis by determining the relative importance of the component parts of the composition. Use the <i>Elements of Art</i> to illustrate emphasis. 4. BALANCE. Create still life object drawings emphasizing balance. Create artwork that shows balance in an inside/outside surreal operations drawing. Identify the central axis of the human figure through creating 2-D figure drawings of live models. Create a 3-D mixed media sculpture with inherent balance using additive and subtractive processes. Use the <i>Elements of Art</i> to illustrate balance. 5. UNITY. Apply unity compositionally as a whole, technically as a process, as the relationship of parts to the whole and parts to parts, as a conscious aspect integral to each lesson, and concerning meaning within context. Use the <i>Elements of Art</i> to illustrate unity. 6. RHYTHM. Create positive/negative drawings of patterns of human figure shapes in pen and ink that are arranged to generate rhythm. Use the <i>Elements of Art</i> to illustrate rhythm. 7. PROPORTION. Create artwork in pen and ink showing properties of scale relative to figure studies - positive/negative, figure/ground, shape/space. Create artwork using viewpoint to create the illusion of proportion, such as foreshortening drawings of the human figure. Use the <i>Elements of Art</i> to illustrate proportion.
Art History	<ul style="list-style-type: none"> • Identify historically significant artists or styles, masterpieces, periods and focus points: Dali, Kahlo, Magritte, Chagall, Munch, Greek Art, Picasso, Christo, Oldenburg; reproduce Impressionistic masterworks in crayon to demonstrate the painterly style of brushwork texture; reproduce artwork of an Impressionist master using painterly techniques • Identify significant multicultural art: Asian art
Criticism	<p>ONGOING FROM ART I, II & III.</p> <ul style="list-style-type: none"> • Use appropriate vocabulary and prescribed criteria in applying <i>Elements of Art</i> and <i>Principles of Design</i> to analyze selected student artwork (their own and others) and masterpieces to determine how the objectives of the lesson have been met with regard to technique, process and craftsmanship. • Use appropriate vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works of art.

	<ul style="list-style-type: none"> • Use appropriate vocabulary and prescribed criteria to compare how ideas and concepts are communicated through visual art as expressed in other art forms and academic disciplines. • Nurture creativity and develop the creative process, including illustration, invention and imagination • Describe the positive, negative and controversial roles of the visual arts, past and present. • Use three types of critical analysis as appropriate for the MS level: formal, contextual and intuitive • Describe the active roles of artists, patrons, curators, gallery owners and critics in the visual arts. • Compare and contrast the positions or opinions of art critics related to a given artwork.
<p>Aesthetics</p>	<p>ONGOING FROM ART I, II & III.</p> <ul style="list-style-type: none"> • Describe the meaning or purpose of his or her artwork. Describe his or her personal feelings and responses to viewing selected artwork and the environment, giving reasons for those feelings and responses using an advanced art vocabulary. Recognize the artwork of others as important. Identify how the Elements and Principles are used to tell a story or convey feeling. Identify how an individual artist’s background and experiences as well as the environment and time period affect how artwork is created and how meaning is conveyed. Identify expressive symbols that show philosophical meaning. Recognize movement and rhythm as it relates to both art and music. Create artwork by inventing original imagery to convey meaning, including visual symbolism and emotion. Describe how artists draw from their experiences and beliefs to make choices in media, technique, subject matter and themes to communicate ideas through artwork. Respond to philosophical statements about artwork. Describe how attributes of the viewer’s environment influences individual responses to artwork. Create artwork making artistic decisions throughout using his or her knowledge, beliefs and values. Describe his or her interpretation of the levels of meaning in selected artwork, both as stated and from personal perspective, while recognizing the diverse influences upon the artist that impacted his or her artwork. Analyze his or her interpretation of the effectiveness of artwork in meeting its intended purpose to that of other students and to other informed individual or group opinions. <p>NEW.</p> <ul style="list-style-type: none"> • Compare different responses to specific artwork, both to his or her own and to selected artwork. • Apply criteria to comparing meanings, mood, symbols and purposes in interpreting his or her own and selected artwork in context, including connections among similar works of art, using his or her intelligence, imagination and courage.

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART IV	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 1. LINE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • TOOLS • USING LINE 	<p><i>The student will:</i></p> <p>1. Create a surreal operations interior space. (I.e. 2-D drawings/collage) INTERDISCIPLINARY – MATH</p>	9.1AC	2, 6		
	2. Create pencil and pastel drawings using line to define the characteristics of man-made and natural objects.	9.1ABCD	1, 2, 3		
	3. Create pencil and pastel figure study drawings contrasting qualities of contour and directional line.	9.1ABCD	1, 2, 3		
	4. Create artwork in the painterly style. RESOURCES: Renoir, Degas, Van Gogh, Cassatt, Monet, Manet, Seurat, Signac INTERDISCIPLINARY – SOCIAL STUDIES	9.1ABCD 9.2ABCDEF G	1, 2, 3, 4		
	5. Create surreal interior and exterior scenes, drawings and/or collages with colored pencils. RESOURCES: Magritte, Dali, Kahlo	9.1ABCD	1, 2, 3		
	6. Create still-life drawings. RESOURCES: Renaissance still-life artists				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART IV	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 2. SHAPE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • USING SHAPE 	<p><i>The student will:</i></p> <p>1. Create a life study emphasizing positive shape and negative space within the format of a composition.</p>	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART IV	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 3. VALUE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING VALUE	<i>The student will:</i>				
	1. Draw a life study in pencil to show the effect of light and shadow.	9.1ABCD	1, 2, 3		
	2. Draw a life study of a human figure posed still life model, emphasizing drapery.	9.1ABCD	1, 2, 3		
	3. Illustrate a portrait from a selected masterwork using charcoal. INTERDISCIPLINARY – SOCIAL STUDIES	9.1ABCD 9.2ABCD EFGH	1, 2, 3, 4		
4. Draw a pastel still life using monochromatic color tones to define a mood or expressive response. AESTHETICS	9.1ABCD 9.4BD	1, 2, 3, 5			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART IV	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 4. FORM	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING FORM	<i>The student will:</i> 1. Create a 3-D functional pottery form that has a symbolic meaning. AESTHETICS INTERDISCIPLINARY – SOCIAL STUDIES INTERDISCIPLINARY – WRITING	9.1ABCD 9.2ABCDEFG 9.4BD	1, 2, 3, 4, 5, 6		
	2. Create an assemblage sculpture using varied materials based on the synergy of words, defining a symbolic meaning. AESTHETICS INTERDISCIPLINARY – WRITING	9.1ABCD 9.4BD	1, 2, 3, 5, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART IV	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 5. TEXTURE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING TEXTURE	<i>The student will:</i> 1. Create artwork that shows how line, shape, value and color can create texture (I.e. object drawings in pencil, still life drawings in pastels)	9.1ABCD	1, 2, 3		
	2. Create clay tiles to explore additive and subtractive textures as a relief sculpture.	9.1ABCD	1, 2, 3		
	3. Reproduce Impressionistic masterworks in crayon to demonstrate the painterly style of brushwork texture. INTERDISCIPLINARY – SOCIAL STUDIES	9.1ABCD 9.2ABC DEFG	1, 2, 3, 4		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART IV	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 6. SPACE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING SPACE	<i>The student will:</i>				
	1. Create human figure drawings from a posed live model using foreshortening, the viewpoint from ‘feet-up’ or ‘head-down’.	9.1ABCD	1, 2, 3		
	2. Create a life study perspective drawing of an actual interior space, including hallway, stairs, doors, windows, etc.	9.1ABCD	1, 2, 3		
	3. Create a surreal collage/colored pencil drawing of an exterior or interior space with a window, a door and atmospheric space.	9.1ABCD	1, 2, 3		
	4. Create a still life drawing.				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART IV	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 7. COLOR	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING COLOR	<i>The student will:</i> 1. Reproduce artwork of an Impressionist master using painterly techniques. INTERDISCIPLINARY – SOCIAL STUDIES	9.1ABCD 9.2ABC DEFG	1, 2, 3, 4		
	2. Create a 2-D combination colored pencil collage landscape using glooming/atmospheric light.	9.1ABCD	1, 2, 3		
	3. Create ceramics using glazed colors. INTERDISCIPLINARY – SCIENCE	9.1ABCD	1, 2, 3, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART IV	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 1. CONTRAST	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING CONTRAST	<i>The student will:</i> 1. Create still life object drawings using high contrast as value scale. RESOURCES: Rembrandt	9.1ABCD	1, 2, 3		
	2. Create artwork using monochromatic tints and shades.	9.1ABCD	1, 2, 3		
	3. Create artwork using the <i>Elements of Art</i> (Line, Shape, Value, Form, Texture, Space and Color) to illustrate contrast as a <i>Principle of Design</i> .	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART IV	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 2. MOVEMENT	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING MOVEMENT	<i>The student will:</i> 1. Create monochromatic still life drawings of natural objects that are arranged, using line as a directional device, to generate dynamic movement.	9.1ABCD	1, 2, 3		
	2. Create a life study from a posed student model using foreshortening to generate dynamic movement.	9.1ABCD	1, 2, 3		
	3. Create artwork using the <i>Elements of Art</i> (Line, Shape, Value, Form, Texture, Space and Color) to illustrate movement as a <i>Principle of Design</i> .	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART IV	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 3. EMPHASIS	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • USING EMPHASIS 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Create monochromatic still life study drawings that show emphasis by determining the relative importance of the component parts of the composition. 2. Create artwork using the <i>Elements of Art</i> (Line, Shape, Value, Form, Texture, Space and Color) to illustrate emphasis as a <i>Principle of Design</i>. 	<p>9.1ABCD</p> <p>9.1ABCD</p>			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART IV	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 4. BALANCE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING BALANCE	<i>The student will:</i>				
	1. Create artwork emphasizing balance within the structure of a composition through still life object drawings.	9.1ABCD	1, 2, 3		
	2. Create artwork that shows balance in an inside/outside surreal operations drawing. (I.e. juxtaposition, glooming (sunrise/sunset), vacancy) RESOURCES: Magritte, Dali, Kahlo	9.1ABCD	1, 2, 3		
	3. Identify the central axis of the human figure through creating 2-D figure drawings of live models.	9.1ABCD	1, 2, 3		
	4. Create a 3-D mixed media sculpture with inherent balance using additive and subtractive processes.	9.1ABCD	1, 2, 3		
	5. Create artwork using the <i>Elements of Art</i> (Line, Shape, Value, Form, Texture, Space and Color) to illustrate balance as a <i>Principle of Design</i> .	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART IV	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 5. UNITY	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT UNITY & USING UNITY	<i>The student will:</i> 1. Identify unity in selected artwork and his or her own artwork compositionally as a whole.	9.1ABCD	1, 2, 3		
	2. Identify unity in selected artwork and his or her own artwork technically as a process.	9.1ABCD	1, 2, 3		
	3. Identify unity in selected artwork and his or her own artwork as the relationship of parts to the whole and parts to parts.	9.1ABCD	1, 2, 3		
	4. Identify unity in selected artwork and his or her own artwork as a conscious aspect integral to each lesson.	9.1ABCD	1, 2, 3		
	5. Identify unity in selected artwork and his or her own artwork concerning meaning within context.	9.1ABCD	1, 2, 3		
	6. Create artwork using the <i>Elements of Art</i> (Line, Shape, Value, Form, Texture, Space and Color) to illustrate unity as a <i>Principle of Design</i> .	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART IV	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 6. RHYTHM	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING RHYTHM	<i>The student will:</i> 1. Create positive/negative drawings of patterns of human figure shapes in pen and ink that are arranged to generate rhythm. INTERDISCIPLINARY – SCIENCE <i>Biology of the human figure.</i>	9.1ABCD	1, 2, 3, 6		
	2. Create artwork using the <i>Elements of Art</i> (Line, Shape, Value, Form, Texture, Space and Color) to illustrate rhythm as a <i>Principle of Design</i> .	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: ART IV
STRAND: II. PRINCIPLES OF DESIGN	SUBSTRAND: 7. PROPORTION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING PROPORTION	<i>The student will:</i>				
	1. Create artwork in pen and ink showing properties of scale relative to figure studies - positive/negative, figure/ground, shape/space.	9.1ABCD	1, 2, 3		
	2. Create artwork using viewpoint to create the illusion of proportion, such as foreshortening drawings of the human	9.1ABCD	1, 2, 3		
	3. Create artwork using the <i>Elements of Art</i> (Line, Shape, Value, Form, Texture, Space and Color) to illustrate proportion as a <i>Principle of Design</i> .	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: ART IV
STRAND: III. ART HISTORY	SUBSTRAND:

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery																																								
<p>• ARTISTS or STYLES, MASTERPIECES, PERIODS & FOCUS POINTS</p>	<p><i>The student will:</i></p> <p>1. Identify historically significant artists or styles, masterpieces, periods and focus points.</p>	<p>9.2ABCDEF G</p>	<p>4</p>																																										
	<table border="1"> <thead> <tr> <th>ARTIST or PERIOD</th> <th>MASTERPIECES</th> <th>PERIOD/Style</th> <th>FOCUS POINTS</th> </tr> </thead> <tbody> <tr> <td>Dali</td> <td>Teacher selected</td> <td>MODERN/ Surrealism</td> <td>synergy</td> </tr> <tr> <td>Kahlo</td> <td>Teacher selected</td> <td>MODERN/ Surrealism</td> <td>synergy</td> </tr> <tr> <td>Magritte</td> <td>Teacher selected</td> <td>MODERN/ Surrealism</td> <td>synergy</td> </tr> <tr> <td>Chagall</td> <td>Teacher selected</td> <td>MODERN/ Surrealism</td> <td>fantasy</td> </tr> <tr> <td>Munch</td> <td><i>The Scream</i></td> <td>CONTEMPORARY/ Abstract Expressionism</td> <td></td> </tr> <tr> <td>Greek Art</td> <td>I.e. ceramics</td> <td>CLASSIC CIVILIZATIONS</td> <td>surface design</td> </tr> <tr> <td>Picasso</td> <td>Teacher selected: I.e. 3-D forms</td> <td>CONTEMPORARY</td> <td>3-D forms</td> </tr> <tr> <td>Christo</td> <td>Teacher selected: I.e. environmental/ installation art</td> <td>CONTEMPORARY</td> <td>installation</td> </tr> <tr> <td>Oldenburg</td> <td>Teacher selected</td> <td>CONTEMPORARY</td> <td>monumental art</td> </tr> </tbody> </table>					ARTIST or PERIOD	MASTERPIECES	PERIOD/Style	FOCUS POINTS	Dali	Teacher selected	MODERN/ Surrealism	synergy	Kahlo	Teacher selected	MODERN/ Surrealism	synergy	Magritte	Teacher selected	MODERN/ Surrealism	synergy	Chagall	Teacher selected	MODERN/ Surrealism	fantasy	Munch	<i>The Scream</i>	CONTEMPORARY/ Abstract Expressionism		Greek Art	I.e. ceramics	CLASSIC CIVILIZATIONS	surface design	Picasso	Teacher selected: I.e. 3-D forms	CONTEMPORARY	3-D forms	Christo	Teacher selected: I.e. environmental/ installation art	CONTEMPORARY	installation	Oldenburg	Teacher selected	CONTEMPORARY	monumental art
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WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART IV	
STRAND: III. ART HISTORY		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• MULTI-CULTURAL ART	<p><i>The student will:</i></p> <p>2. Identify other significant Art History items referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including:</p> <p style="padding-left: 20px;">a. reproduce Impressionistic masterworks in crayon to demonstrate the painterly style of brushwork texture</p> <p style="padding-left: 20px;">b. reproduce artwork of an Impressionist master using painterly techniques</p> <p>INTERDISCIPLINARY – HISTORICAL & CULTURAL CONNECTIONS</p>	9.2ABCDE FG	4		
	<p>3. Identify significant multicultural art referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including examples such as:</p> <p style="padding-left: 20px;">a. Asian art</p> <p>INTERDISCIPLINARY – SOCIAL STUDIES</p>	9.2ABCDE FG	4		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS	GRADE: ART IV
STRAND: IV. CRITICISM	SUBSTRAND:

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ANALYZE ARTWORK	<p><i>The student will:</i></p> <p>1. Apply Elements of Art and Principles of Design using advanced vocabulary and prescribed criteria to analyze selected student artwork (their own and others) and masterpieces in a variety of historical and cultural contexts to determine how the objectives of the lesson have been met with regard to:</p> <ul style="list-style-type: none"> a. the meaning, idea or theme b. quality of the content based on technique and process c. craftsmanship <p>Methods of informal and formal assessment: dialogue, oral responses, written evaluation, student-made rubrics, and teacher-made rubrics</p>	9.3ABCDE	5		
	<p>2. Use advanced vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works o</p>	9.3ABCDEF	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART IV	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • INTER-DISCIPLINARY TRANSFER • CREATIVITY 	<p><i>The student will:</i></p> <p>3. Use three types of critical analysis as appropriate for the high school level:</p> <ul style="list-style-type: none"> a. formal – discussion and evaluation of the elements and principle essential to works in the arts and humanities b. contextual – discussion and evaluation with consideration of factors surrounding the origin and heritage to works in the arts and humanities c. intuitive – discussion and evaluation of one’s subjective insight to works in the arts and humanities 	9.3ABCDEF			
	<p>4. Compare how ideas and concepts are communicated through visual art to how they are expressed in other art forms (music, theatre, dance, etc.) and other academic disciplines.</p> <p>INTERDISCIPLINARY</p>	9.3ABCDEF			
	<p>5. Evaluate the creative process involved in the development of artwork concerning:</p> <ul style="list-style-type: none"> a. illustration b. invention c. imagination 	9.3ABCDEF			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART IV	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• APPROACH	<i>The student will:</i>				
	6. Describe the positive, negative and controversial roles of the visual arts, past and present.	9.3ABCDEFGF	5		
	7. Describe the active roles of artists, patrons, curators, gallery owners and critics in the visual arts.	9.3ABCDEFGF	5		
	8. Compare and contrast the positions or opinions of art critics related to a given artwork.	9.3ABCDEFGF	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART IV	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• CREATE, PERCEIVE & RESPOND AESTHETICALLY	<i>The student will:</i> FROM ELEMENTS OF ART & PRINCIPLES OF DESIGN STRANDS VALUE 4. Draw a pastel still life using monochromatic color tones to define a mood or expressive response.				
	FORM 1. Create a 3-D functional pottery form that has a symbolic meaning.	9.4ABCD	5		
	2. Create an assemblage sculpture using varied materials based on the synergy of words, defining a symbolic meaning.	9.4ABCD	5		
	1. Describe the meaning or purpose of his or her artwork and that the purpose of art can be to communicate and persuade.	9.4ABCD	5		
	2. Describe his or her personal feelings and responses to viewing selected artwork and the environment, giving reasons for those feelings and responses using an advanced art vocabulary.	9.4ABCD	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART IV	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<i>The student will:</i>				
	3. Recognize the artwork of others as important.	9.4ABCD	5		
	4. Create fantasy environments while distinguishing between environments as reality or fantasy.	9.4ABCD	5		
	5. Identify how an individual artist's background and experiences affect how artwork is created and how meaning is conveyed.	9.4ABCD	5		
	6. Describe how the <i>Elements of Art</i> and <i>Principles of Design</i> applied from the curriculum for this grade level are used to convey ideas, meanings, and/or feelings in his or her own and selected artwork.	9.4ABCD	5		
	7. Identify how the environment and time period affect how artwork is created and how meaning is conveyed.	9.4ABCD	4, 5		
	8. Identify expressive symbols that show philosophical meaning.	9.4ABCD	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART IV	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<i>The student will:</i>				
	9. Recognize movement and rhythm as it relates to art and music by creating artwork while listening and ‘feeling’ a variety of music and expressing its movement and rhythm. (I.e. slow and fast music, ‘jazzy’ music)	9.4ABCD	5, 6		
	10. Create artwork that visually represents his or her own important ideas and feelings, while incorporating constructive growth.	9.4ABCD	5		
	11. Create artwork by inventing original imagery to convey meaning, including visual symbolism and emotion.	9.4ABCD	5		
	12. Describe how artists draw from their experiences and beliefs to make choices in media, technique, subject matter and themes to communicate ideas through artwork.	9.4ABCD	5		
	13. Describe his or her interpretation of the effectiveness of artwork in meeting its intended purpose.	9.4ABCD	5		
	14. Respond to philosophical statements about artwork.	9.4ABCD	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: ART IV	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<i>The student will:</i>				
	15. Describe how attributes of the viewer’s environment influences individual responses to artwork.	9.4ABCD	5		
	16. Create artwork making artistic decisions throughout using his or her knowledge, beliefs and values.	9.4ABCD	5		
	17. Describe his or her interpretation of the levels of meaning in selected artwork, both as stated and from personal perspective, while recognizing the diverse influences upon the artist that impacted his or her artwork.	9.4ABCD	5		
	18. Analyze his or her interpretation of the effectiveness of artwork in meeting its intended purpose to that of other students and to other informed individual or group opinions.	9.4ABCD	5		
	19. Compare different responses to specific artwork, both to his or her own and to selected artwork.	9.4ABCD			
	20. Apply criteria to comparing meanings, mood, symbols and purposes in interpreting his or her own and selected artwork in context, including connections among similar works of art, using his or her intelligence, imagination and courage.	9.4ABCD	5		

WEST ALLEGHENY SCHOOL DISTRICT VISUAL ARTS CURRICULUM

AP STUDIO ART DRAWING



	Visual Arts Skills/Concepts Addressed in Each Grade Level/Course
Strand	HIGH SCHOOL – AP STUDIO ART DRAWING
	The following skills/concepts will be covered throughout the year.
Elements of Art	<p>Create artwork reflecting specific objectives within the Elements of Art, including:</p> <ol style="list-style-type: none"> 1. LINE. Identify markmaking as advanced line drawing within its historical context. Develop his or her own drawing tool from a stick. Create contour line and gesture line drawings. 2. SHAPE. Use a variety of shapes in drawing form. Create a drawing emphasizing positive shape and negative space. 3. VALUE. Create a study focusing on the inherent value of a selected object. Create a subtractive charcoal drawing. Create a glass jar painting or drawing using reflective light. 5. TEXTURE. Create artwork that shows how line, shape, value and color can create texture. Create gesture drawings of the human figure. 6. SPACE. Define terms and concepts. Create a still life drawing. 7. COLOR. Define terms and concepts. Use appropriate color choices.
Principles of Design	<p>Create artwork reflecting specific objectives within the Principles of Design, including:</p> <ol style="list-style-type: none"> 1. CONTRAST. Identify contrast as differences between or among items concerning the <i>Elements of Art</i> as a basis for criticism. Illustrate contrast through value scale. Create artwork emphasizing contrast using light, medium and dark values (color as value). Create artwork using monochromatic tints and shades. Use the <i>Elements of Art</i> to illustrate contrast. 2. MOVEMENT. Define movement as actual motion, the illusion of motion, or the repetition of elements as a basis for criticism. Create life study posed model drawings of the human figure in both action and restful poses. Use the <i>Elements of Art</i> to illustrate movement. 3. EMPHASIS. Identify emphasis as an area of dominance or focus, center of interest, or object of importance to which the viewer’s eye is drawn. Use the <i>Elements of Art</i> to illustrate emphasis. 4. BALANCE. Define balance as the distribution of visual weight as a basis for criticism. Define balance vocabulary, including symmetrical, asymmetrical and radial balance. Emphasize balance within the structure of a composition through still life object drawings. Use the <i>Elements of Art</i> to illustrate balance. 5. UNITY. Apply unity compositionally as a whole, technically as a process, as the relationship of parts to the whole and parts to parts, as a conscious aspect integral to each lesson as a basis for criticism, and concerning meaning within context as a basis for criticism. Use the <i>Elements of Art</i> to illustrate unity. 6. RHYTHM. Identify rhythm as the careful placement of repeated elements in a work of art to cause a visual tempo or beat as a basis for criticism. Create artwork that uses line to generate rhythm. Use the <i>Elements of Art</i> to illustrate rhythm. 7. PROPORTION. Identify proportion as the relationship within artwork between one part to another in terms of size (little/big), placement (where) and/or amount (quantity and surface coverage) as a basis for criticism. Identify proportion in selected artwork and the environment. Use the <i>Elements of Art</i> to illustrate proportion.
Art History	<ul style="list-style-type: none"> • Identify historically significant artists or styles, masterpieces, periods and focus points: Caves of Lascaux, Michaelangelo, Da Vinci, Durer, del Sarto, Rubens, Matisse, Picasso
Criticism	<p>ONGOING FROM ART I, II, III & IV.</p> <ul style="list-style-type: none"> • Use appropriate vocabulary and prescribed criteria in applying Elements of Art and Principles of Design to analyze selected student artwork (their own and others) and masterpieces to determine how the objectives of the lesson have been met with regard to technique, process and craftsmanship. • Use appropriate vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works of art. • Use appropriate vocabulary and prescribed criteria to compare how ideas and concepts are communicated through visual art as expressed in other art forms and academic disciplines. • Describe the positive, negative and controversial roles of the visual arts, past and present. • Use three types of critical analysis as appropriate for the MS level: formal, contextual and

	<p>intuitive • Describe the active roles of artists, patrons, curators, gallery owners and critics in the visual arts.</p> <ul style="list-style-type: none"> • Compare and contrast the positions or opinions of art critics related to a given artwork. <p>NEW.</p> <ul style="list-style-type: none"> • Evaluate the creative process involved in the development of their Concentration or conceptual thesis development.
Aesthetics	<p>ONGOING FROM ART I, II, III & IV.</p> <ul style="list-style-type: none"> • Describe the meaning or purpose of his or her artwork. Describe his or her personal feelings and responses to viewing selected artwork and the environment, giving reasons for those feelings and responses using an advanced art vocabulary. Recognize the artwork of others as important. Identify how the Elements and Principles are used to tell a story or convey feeling. Identify how an individual artist's background and experiences as well as the environment and time period affect how artwork is created and how meaning is conveyed. Identify expressive symbols that show philosophical meaning. Recognize movement and rhythm as it relates to both art and music. Create artwork by inventing original imagery to convey meaning, including visual symbolism and emotion. Describe how artists draw from their experiences and beliefs to make choices in media, technique, subject matter and themes to communicate ideas through artwork. Respond to philosophical statements about artwork. Describe how attributes of the viewer's environment influences individual responses to artwork. Create artwork making artistic decisions throughout using his or her knowledge, beliefs and values. Describe his or her interpretation of the levels of meaning in selected artwork, both as stated and from personal perspective, while recognizing the diverse influences upon the artist that impacted his or her artwork. Analyze his or her interpretation of the effectiveness of artwork in meeting its intended purpose to that of other students and to other informed individual or group opinions. Compare different responses to specific artwork, both to his or her own and to selected artwork. Apply criteria to comparing meanings, mood, symbols and purposes in interpreting his or her own and selected artwork in context, including connections among similar works of art, using his or her intelligence, imagination and courage.

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: AP STUDIO ART DRAWING	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 1. LINE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT LINE • TOOLS • USING LINE 	<i>The student will:</i> 1. Identify markmaking as advanced line drawing within its historical context. RESOURCES: caves of Lascaoux, Michealangelo, DaVinci, Durer, del Sarto, Rubens, Matisse, Picasso	9.1AC 9.2ABCDEFG	2, 4		
	2. Develop his or her own drawing tool from a stick.	9.1ABH	1, 2		
	3. Create contour line drawings.	9.4ABCD	1, 2, 3		
	4. Create gesture line drawings.	9.4ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: AP STUDIO ART DRAWING	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 2. SHAPE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING SHAPE	<i>The student will:</i>				
	1. Use a variety of shapes in drawing form.	9.1ABCD	1, 2, 3		
	2. Create a drawing emphasizing positive shape and negative space within the format of a composition.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: AP STUDIO ART DRAWING	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 3. VALUE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING VALUE	<i>The student will:</i>				
	1. Create a study focusing on the inherent value of a selected object.	9.1ABCD	1, 2, 3		
	2. Create a subtractive charcoal drawing.	9.1ABCD	1, 2, 3		
	3. Create a glass jar painting or drawing using reflective light.	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: AP STUDIO ART DRAWING	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 4. FORM	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<p><i>The student will:</i></p> <p>NONE</p>				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: AP STUDIO ART DRAWING	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 5. TEXTURE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• USING TEXTURE	<i>The student will:</i>				
	1. Create artwork that shows how line, shape, value and color can create texture. 2. Create gesture drawings of the human figure.	9.1ABCD 9.1ABCD	1, 2, 3 1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: AP STUDIO ART DRAWING	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 6. SPACE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT SPACE • USING SPACE 	<p><i>The student will:</i></p> <p>1. Define one-point perspective, two-point perspective, direction (horizontal, vertical/diagonal), parallel and perpendicular lines, horizon line, vanishing point. converging lines, picture plane, foreground, middleground and background.</p> <p>2. Create a still life drawing.</p>	<p>9.1AC</p> <p>9.1ABCD</p>	<p>1, 2, 3</p> <p>1, 2, 3</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: AP STUDIO ART DRAWING	
STRAND: I. ELEMENTS OF ART		SUBSTRAND: 7. COLOR	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT COLOR • USING COLOR 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Define color terminology, including spectrum, intensity, tint, shade and triadic harmony. 2. Create artwork using appropriate color choices. 	<p>9.1AC</p> <p>9.1ABCD</p>	<p>1, 2, 3</p> <p>1, 2, 3</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: AP STUDIO ART DRAWING	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 1. CONTRAST	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT CONTRAST	<i>The student will:</i> 1. Identify contrast as differences between or among items concerning the <i>Elements of Art</i> as a basis for criticism.	9.1AC	2		
	2. Identify contrast in selected artwork and the environment.	9.1AC	2		
• USING CONTRAST	3. Create a variety of drawings to illustrate contrast through value scale.	9.1ABCD	1, 2, 3		
	4. Create artwork emphasizing contrast using light, medium and dark values (color as value).	9.1ABCD	1, 2, 3		
	5. Create artwork using monochromatic tints and shades.	9.1ABCD	1, 2, 3		
	6. Create artwork using the <i>Elements of Art</i> (Line, Shape, Value, Form, Texture, Space and Color) to illustrate contrast as a <i>Principle of Design</i> .	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: AP STUDIO ART DRAWING	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 2. MOVEMENT	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT MOVEMENT • USING MOVEMENT 	<i>The student will:</i> 1. Define movement as actual motion, the illusion of motion, or the repetition of elements as a basis for criticism.	9.1AC	2		
	2. Identify movement in selected artwork.	9.1AC	2		
	3. Create life study posed model drawings of the human figure in both action and restful poses.	9.1ABCD	1, 2, 3		
	4. Create artwork using the <i>Elements of Art</i> (Line, Shape, Value, Form, Texture, Space and Color) to illustrate movement as a <i>Principle of Design</i> .	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: AP STUDIO ART DRAWING	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 3. EMPHASIS	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT EMPHASIS	<i>The student will:</i>				
	1. Identify emphasis as an area of dominance or focus, center of interest, or object of importance to which the viewer’s eye is drawn as a basis for criticism.	9.1AC	2		
	2. Identify emphasis in selected artwork.	9.1AC	2		
• USING EMPHASIS	3. Create artwork using the <i>Elements of Art</i> (Line, Shape, Value, Form, Texture, Space and Color) to illustrate emphasis as a <i>Principle of Design</i> .	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: AP STUDIO ART DRAWING	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 4. BALANCE	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT BALANCE • USING BALANCE 	<p><i>The student will:</i></p> <p>1. Define balance as the distribution of visual weight as a basis for criticism.</p>	9.1AC	2		
	2. Identify balance in selected artwork and the environment.	9.1AC	2		
	3. Define balance vocabulary, including symmetrical, asymmetrical and radial balance.	9.1AC	2		
	4. Create artwork emphasizing balance within the structure of a composition through still life object drawings.	9.1ABCD	1, 2, 3		
	5. Create artwork using the <i>Elements of Art</i> (Line, Shape, Value, Form, Texture, Space and Color) to illustrate balance as a <i>Principle of Design</i> .	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: AP STUDIO ART DRAWING	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 5. UNITY	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT UNITY & USING UNITY	<i>The student will:</i>				
	1. Identify unity in selected artwork and his or her own artwork compositionally as a whole as a basis for criticism.	9.1ABCD	1, 2, 3		
	2. Identify unity in selected artwork and his or her own artwork technically as a process as a basis for criticism.	9.1ABCD	1, 2, 3		
	3. Identify unity in selected artwork and his or her own artwork as the relationship of parts to the whole and parts to parts as a basis for criticism.	9.1ABCD	1, 2, 3		
	4. Identify unity in selected artwork and his or her own artwork as a conscious aspect integral to each lesson as a basis for criticism.	9.1ABCD	1, 2, 3		
	5. Identify unity in selected artwork and his or her own artwork concerning meaning within context as a basis for criticism.	9.1ABCD	1, 2, 3		
	6. Create artwork using the <i>Elements of Art</i> (Line, Shape, Value, Form, Texture, Space and Color) to illustrate unity as a <i>Principle of Design</i> .	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: AP STUDIO ART DRAWING	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 6. RHYTHM	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ABOUT RHYTHM	<i>The student will:</i> 1. Identify rhythm as the careful placement of repeated elements in a work of art to cause a visual tempo or beat as a basis for criticism.	9.1AC	2		
	2. Identify rhythm in selected artwork and the environment.	9.1AC	2		
• USING RHYTHM	3. Create artwork that uses line to generate rhythm. (I.e. figure studies, gesture drawings)	9.1ABCD	1, 2, 3		
	4. Create artwork using the <i>Elements of Art</i> (Line, Shape, Value, Form, Texture, Space and Color) to illustrate rhythm as a <i>Principle of Design</i> .	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: AP STUDIO ART DRAWING	
STRAND: II. PRINCIPLES OF DESIGN		SUBSTRAND: 7. PROPORTION	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> • ABOUT PROPORTION 	<i>The student will:</i> 1. Identify proportion as the relationship within artwork between one part to another in terms of size (little/big), placement (where) and/or amount (quantity and surface coverage) as a basis for criticism.	9.1AC	2		
	2. Identify proportion in selected artwork and the environment.	9.1AC	2		
	<ul style="list-style-type: none"> • USING PROPORTION 3. Create artwork using the <i>Elements of Art</i> (Line, Shape, Value, Form, Texture, Space and Color) to illustrate proportion as a <i>Principle of Design</i> .	9.1ABCD	1, 2, 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: AP STUDIO ART DRAWING	
STRAND: III. ART HISTORY		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES				PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
<p>• ARTISTS or STYLES, MASTERPIECES, PERIODS & FOCUS POINTS</p>	<p><i>The student will:</i></p>				9.2ABCDEF G	4		
	<p>1. Identify historically significant artists or styles, masterpieces, periods and focus points.</p>							
	ARTIST or PERIOD	MASTERPIECE S	PERIOD/Style	FOCUS POINTS				
		caves of Lascaux	ANCIENT CIVILIZATIONS	Line				
	Michaelangelo	<i>The Head of David</i>	RENAISSANCE	Line				
	DaVinci	Teacher selected	RENAISSANCE	Line				
	Durer	<i>Portrait of the Artist's Mother</i>	RENAISSANCE	Line				
	del Sarto	<i>Head of a Young Man</i>	RENAISSANCE	Line				
	Rubens	<i>The Artist's First Wife</i>	RENAISSANCE	Line				
	Matisse	Teacher selected	MODERN	Line				
Picasso	Teacher selected	MODERN	Line					
<p>INTERDISCIPLINARY – HISTORICAL & CULTURAL CONNECTIONS</p>								

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: AP STUDIO ART DRAWING	
STRAND: III. ART HISTORY		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• MULTICULTURAL ART	<p><i>The student will:</i></p> <p>2. Identify other significant Art History items referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including: NONE</p> <p>INTERDISCIPLINARY – HISTORICAL & CULTURAL CONNECTIONS</p>	9.2ABCDEFG	4		
	<p>3. Identify significant multicultural art referenced in the <i>Elements of Art</i> and/or <i>Principles of Design</i> strands, including examples such as: a. NONE</p> <p>INTERDISCIPLINARY – SOCIAL STUDIES</p>	9.2ABCDEFG	4		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: AP STUDIO ART DRAWING	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• ANALYZE ARTWORK	<p><i>The student will:</i></p> <p>1. Apply Elements of Art and Principles of Design using advanced vocabulary and prescribed criteria to analyze selected student artwork (their own and others) and masterpieces in a variety of historical and cultural contexts to determine how the objectives of the lesson have been met with regard to:</p> <ul style="list-style-type: none"> a. the meaning, idea or theme b. quality of the content based on technique and process c. craftsmanship <p>Methods of informal and formal assessment: dialogue, oral responses, written evaluation, student-made rubrics, and teacher-made rubrics</p>	9.3ABCDE	5		
	<p>2. Use advanced vocabulary and prescribed criteria to analyze how works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works of art.</p>	9.3ABCDEF	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: AP STUDIO ART DRAWING	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• INTER-DISCIPLINARY TRANSFER	<i>The student will:</i> 3. Use three types of critical analysis as appropriate for the high school level: a. formal – discussion and evaluation of the elements and principle essential to works in the arts and humanities b. contextual – discussion and evaluation with consideration of factors surrounding the origin and heritage to works in the arts and humanities c. intuitive – discussion and evaluation of one’s subjective insight to works in the arts and humanities	9.3ABCDEF	5		
	4. Compare how ideas and concepts are communicated through visual art to how they are expressed in other art forms (music, theatre, dance, etc.) and other academic disciplines. INTERDISCIPLINARY	9.3ABCDEF	5, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: AP STUDIO ART DRAWING	
STRAND: IV. CRITICISM		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• CREATIVITY	<i>The student will:</i>				
	5. Evaluate the creative process involved in the development of their Concentration or conceptual thesis development. a. existing or emergent idea b. planning/experimentation (I.e. How will the student prepare?) c. list and discuss references (I.e. artists, reading, historical, etc.) d. list the focus Elements and how they work together e. list the focus Principles and how they work together	9.3ABCDEF	5		
• APPROACH	6. Describe the positive, negative and controversial roles of the visual arts, past and present.	9.3ABCDEF	5		
	7. Describe the active roles of artists, patrons, curators, gallery owners and critics in the visual arts.	9.3ABCDEF	5		
	8. Compare and contrast the positions or opinions of art critics related to a given artwork.	9.3ABCDEF	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: AP STUDIO ART DRAWING	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
• CREATE, PERCEIVE & RESPOND AESTHETICALLY	<i>The student will:</i>				
	1. Describe the meaning or purpose of his or her artwork and that the purpose of art can be to communicate and persuade.	9.4ABCD	5		
	2. Describe his or her personal feelings and responses to viewing selected artwork and the environment, giving reasons for those feelings and responses using an advanced art vocabulary.	9.4ABCD	5		
	3. Recognize the artwork of others as important.	9.4ABCD	5		
	4. Create fantasy environments while distinguishing between environments as reality or fantasy.	9.4ABCD	5		
	5. Identify how an individual artist's background and experiences affect how artwork is created and how meaning is conveyed.	9.4ABCD	5		
	6. Describe how the <i>Elements of Art</i> and <i>Principles of Design</i> applied from the curriculum for this grade level are used to convey ideas, meanings, and/or feelings in his or her own and selected artwork.	9.4ABCD	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: AP STUDIO ART DRAWING	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<i>The student will:</i>				
	7. Identify how the environment and time period affect how artwork is created and how meaning is conveyed.	9.4ABCD	4, 5		
	8. Identify expressive symbols that show philosophical meaning.	9.4ABCD	5		
	9. Recognize movement and rhythm as it relates to art and music by creating artwork while listening and ‘feeling’ a variety of music and expressing its movement and rhythm. (I.e. slow and fast music, ‘jazzy’ music)	9.4ABCD	5, 6		
	10. Create artwork that visually represents his or her own important ideas and feelings, while incorporating constructive growth.	9.4ABCD	5		
	11. Create artwork by inventing original imagery to convey meaning, including visual symbolism and emotion.	9.4ABCD	5		
	12. Describe how artists draw from their experiences and beliefs to make choices in media, technique, subject matter and themes to communicate ideas through artwork.	9.4ABCD	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: AP STUDIO ART DRAWING	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<i>The student will:</i>				
	13. Describe his or her interpretation of the effectiveness of artwork in meeting itsintended purpose.	9.4ABCD	5		
	14. Respond to philosophical statements about artwork.	9.4ABCD	5		
	15. Describe how attributes of the viewer’s environment influences individual responses to artwork.	9.4ABCD	5		
	16. Create artwork making artistic decisions throughout using his or her knowledge, beliefs and values.	9.4ABCD	5		
	17. Describe his or her interpretation of the levels of meaning in selected artwork, both as stated and from personal perspective, while recognizing the diverse influences upon the artist that impacted his or her artwork.	9.4ABCD	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

COURSE: VISUAL ARTS		GRADE: AP STUDIO ART DRAWING	
STRAND: V. AESTHETICS		SUBSTRAND:	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	Date(s) Taught	√ for Mastery
	<i>The student will:</i>				
	18. Analyze his or her interpretation of the effectiveness of artwork in meeting its intended purpose to that of other students and to other informed individual or group opinions.	9.4ABCD	5		
	19. Compare different responses to specific artwork, both to his or her own and to selected artwork.	9.4ABCD	5		
	20. Apply criteria to comparing meanings, mood, symbols and purposes in interpreting his or her own and selected artwork in context, including connections among similar works of art, using his intelligence, imagination and courage.	9.4ABCD	5		

WEST ALLEGHENY SCHOOL DISTRICT

APPENDIX



APPENDIX 1:

ART WATCH

West Allegheny Treasure Chest of Art History

	ARTIST	MASTERPIECE	PERIOD/STYLE	NATIONALITY	LEVEL FIRST PRESENTED
1	Bearden, Romare	<i>The Dove</i>	MODERN/Harlem Renaissance	African-American	By end of 5 th Grade
2	Cassatt, Mary	<i>The Boating Party</i>	PRE-MODERN/Impressionist	American (female)	By end of 3 rd Grade
3	DaVinci, Leonardo	<i>Mona Lisa</i> <i>The Last Supper</i>	RENAISSANCE/Italian High Renaissance	Italian	By end of 5 th Grade
4	Duchamp, Marcel	<i>Nude Descending the Staircase</i> <i>Happenings</i>	MODERN/Dada, Surrealist	French-born American	By end of 3 rd Grade
5	Durer, Albrecht	<i>Rhino</i>	RENAISSANCE/German Northern Renaissance	German	By end of 5 th Grade
6	Escher, M.C.	<i>Reflecting Ball</i>	CONTEMPORARY/	Dutch	By end of 8 th Grade
7	Kahlo, Frida		MODERN	Mexican (female)	By end of 5 th Grade
8	Matisse	<i>1001 Nights (collage)</i>	MODERN/Post Impressionism, Fauvism	French	By end of 3 rd Grade
9	Michaelangelo	<i>David</i> <i>Sistine Chapel</i>	RENAISSANCE/Italian High Renaissance	Italian	By end of 5 th Grade
10	Miro, Joan		MODERN/Surrealist	Spanish (female)	By end of Art I
11	Monet, Claude	<i>Water Lillies</i>	PRE-MODERN/Impressionist	French	By end of 3 rd Grade
12	O'Keeffe, Georgia		CONTEMPORARY/	American (female)	By end of 3 rd Grade
13	Picasso, Pablo	<i>Guernica</i>	MODERN/Cubist	Spanish	By end of 5 th Grade
14	Pollock, Jackson		CONTEMPORARY/Abstract Expressionist	American	By end of 3 rd Grade
15	Rembrandt van Rijn		RENAISSANCE/Baroque	Dutch	By end of Art III
16	Ringgold, Faith		CONTEMPORARY/	African-American (female)	By end of 3 rd Grade
17	Seurat, Georges	<i>Sunday Afternoon in the Park</i>	MODERN/Post Impressionism, Pointillism	French	By end of 5 th Grade
18	Van Gogh, Vincent	<i>A Starry Night</i> <i>Sunflowers</i>	PRE-MODERN/Impressionist	Dutch	By end of 3 rd Grade
19	Warhol, Andy	<i>Campbell's Soup</i> <i>Marilyn Monroe</i>	CONTEMPORARY/Pop Art	American	By end of 3 rd Grade
20	Wright, Frank Lloyd	<i>Fallingwater</i>	MODERN/American Architecture	American	By end of 5 th Grade

APPENDIX 2: WA VISUAL ARTS - ART HISTORY TIMELINE

1. ANCIENT CIVILIZATIONS

15,000 BC - 331 BC

2. CLASSIC CIVILIZATIONS 800 BC - 337 AD

3. MIDDLE AGES 373 - 1453

4. RENAISSANCE 1400 - 1800

5. PRE-MODERN 1800 - 1880

6. MODERN 1880 - 1945

7. CONTEMPORARY 1945 - Present

ANCIENT CIVILIZATIONS 15,000 BC - 331 BC (BCE)

Cave Art from 15,000 BC
Egyptian Art 3200 - 1070 BC
Amarna Art 1370 - 1340 BC
Mesopotamian Art 3500 - 331 BC
Sumerian/Akkadian 3500 - 1750 BC
Assyrian/Neo-Babylonian 1000 - 539 BC
Persian 539 - 331 BC
Aegean Art 3000 - 1100 BC
Minoan (Crete) 3000 - 1475 BC
Mycenean (Greece) 1650 - 1100 BC

CLASSIC CIVILIZATIONS 800 BC - 337 AD (BCE-CE)

Greek Art 800 - 323 BC
Hellenistic Art 323-150 BC
Etruscan Art 6th - 5th century BC
Roman Art 509 BC - 337 AD

MIDDLE AGES 373 - 1453 AD (CE)

Celtic, Saxon, & Hiberno 200 - 732 AD
Byzantine Art 400 - 1453 AD
Justinian 527 - 565 AD
Islamic Art 622 - 900 AD
Carolingian Art 732 - 900 AD
Ottonian Art 900 - 1050 AD
Romanesque Style 1000 - 1140 AD
Gothic Style 1140 - 1500 AD

RENAISSANCE 1400 - 1800 AD (CE)

Renaissance: Italy 1400 - 1600 AD
Renaissance: Europe 1500 - 1600 AD
Baroque 1600 - 1700 AD
Rococo 1700 - 1750 AD

PRE-MODERN 1800 - 1880 AD (CE)

Neo-Classicism 1750 - 1880 AD
(USA: Federal/Greek Revival) (Canada: Georgian Style)
Romanticism 1800 - 1880 AD (Canada: Victorian)
Realism 1830's - 1850's AD
Impressionism 1870's - 1890's AD

MODERN 1880 - 1945 AD (CE)

Post Impressionism 1880 - 1900 AD
Expressionism 1900 - 1920 AD
Fauvism 1900 - 1920 AD
Cubism 1907 - 1914 AD
Dada 1916 - 1922 AD
Bauhaus 1920s - 1940's AD
Harlem Renaissance 1920s - 1940's AD
Surrealism 1924 1920s - 1940's AD
International Style 1920s - 1940's AD

CONTEMPORARY 1945 AD - Present (CE)

Abstract Expressionism 1945 - 1960 AD
Op Art 1960s AD
Pop Art 1960s AD
Minimal Art 1960s AD
New Realism 1970s - 1980s AD
Conceptual Art 1970s - 1980s AD
Performance Art 1970s - 1980s AD
Neo-Expressionism 1980s - 1990s AD
Computer Art 1980s - 1990s AD
Post-Modern Classicism 1980s - 1990s AD
Victorian Revival 1980s - 1990s AD
Installation Art - 1970's - Present

APPENDIX 3:

WESTALLEGHENY VISUAL ARTS CURRICULUM: STRAND III: ART HISTORY GRID: ART HISTORY ADDRESSED IN CURRICULUM

PERIODS	K	1	2	3	4	5
1. ANCIENT CIVILIZATIONS 15,000 BC – 331 BC		Cave Art	Cave Art	Egyptian Art		
2. CLASSIC CIVILIZATIONS 800 BC – 337 AD			Greek Art Greek Architecture	Greek Art Greek Architecture Roman Art Roman Architecture	Roman Architecture	
3. MIDDLE AGES 373-1453				Gothic Architecture	Gothic Architecture	
4. RENAISSANCE 1400-1800						Durer
5. PRE-MODERN 1800-1880		Impressionism/ Monet	Impressionism/ Monet & Cassat			
6. MODERN 1880-1945	Post Impressionism/ Van Gogh /Mondrian	Post Impressionism/ Van Gogh	Post Impressionism/ Matisse Dada American Folk Art/Grandma Moses	/O'Keefe	Post Impressionism/ Seurat Cubism/Picasso Architecture	Post Impressionism/ Van Gogh
7. CONTEMPORARY 1945 – Present	Pop Art	/Ringgold Pop Art	Abstract Expressionism/ Pollock	Pop Art/Warhol	Architecture American/Bearden	Abstract Expressionism/ Pollock
MULTICULTURAL	Russian nesting dolls/Matroyska dolls	Asian lanterns	Native American Indian masks & pinch pots	Native American shakers African rain sticks	Mexican/Kahlo	

PERIODS	6	7	8	ART I	ART II	ART III	ART IV	AP
1. ANCIENT CIVILIZATIONS 15,000 BC – 331 BC					Egyptian Art			Caves of Lascaux
2. CLASSIC CIVILIZATIONS 800 BC – 337 AD	Greek Art						Greek Art	
3. MIDDLE AGES 373-1453								
4. RENAISSANCE 1400-1800		Durer Da Vinci Michaelangelo		Michaelangelo RENAISSANCE	Rembrandt	Da Vinci Michaelangelo		/Michaelangelo, /Da Vinci /Durer /del Sarto /Rubens
5. PRE-MODERN 1800-1880								
6. MODERN 1880-1945	/Klee Post Impressionism /Matisse	Post Impressionism /Van Gogh	/Escher	/Picasso Post Impressionism /Matisse Surrealism /Dali	/Escher <i>Architecture</i> / Frank Lloyd Wright/Klee Surrealism /Miro Post Impressionism /Van Gogh	Post Impressionism /Van Gogh & Cezanne	Surrealism / Dali, Kahlo, Magritte & Chagall /Picasso	Post Impressionism /Matisse /Picasso
7. CONTEMPORARY 1945 – Present			Pop Art / Warhol /Close		Peter Max Op Art /Riley	Pop Art / Warhol /Albers /Close	Abstract Expressionism / Munch /Christo /Oldenburg	
MULTICULTURAL	Japanese origami, Inuit (Eskimo) soap carvings, masks (African, Native American or Aboriginal), Huichol Indian (Mexico) yarn paintings, Navajo sand paintings, Eskimo line & value drawings	Japanese origami			Asian art		Asian art Native American art	
OTHER		wire sculpture & mobile in the style of Calder; murals in the style of Wyland	head sculptures in the style of Hanson; toy design in the style of Calder				reproduce Impressionistic masterworks	