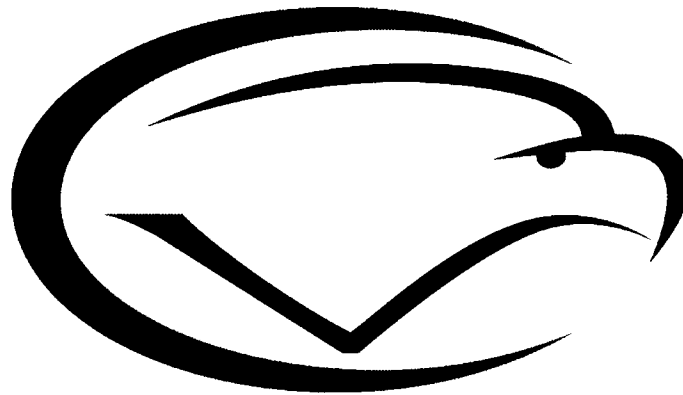


Secondary Curriculum Maps



Cumberland Valley School District
Soaring to Greatness, Committed to Excellence

Middle School Art

CVSD Secondary Art Curriculum Map ~ 6th Grade

PA Academic Standard	National Visual Art Standard	
9.1	VA: Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.	
Taught in Unit(s)		
Art Processes and Procedures		
Explanation/Example of the Standard		
In 6 th Grade, we want students to explore a variety of art making materials and processes in order to maximize the number of students who feel more comfortable in the art room and with the process of being creative. Students learn by exploring materials on their own and through guided practice. By introducing multiple materials and processes, students gain confidence to further explore these methods in subsequent years.		
Big Idea(s)	Essential Question(s)	
The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	<ul style="list-style-type: none"> ● How do artists use the elements and principles as tools for artistic expression? ● How can experimenting with new art material and methods lead to growth as an artist and as a person? 	
Assessments		
See unit maps for specific unit common assessments.		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> ● Art vocabulary ● Art materials and tools ● Different techniques available 	<ul style="list-style-type: none"> ● Experiment with multiple art materials ● Try various methods of art making 	

CVSD Secondary Art Curriculum Map ~ 6th Grade

PA Academic Standard	National Visual Art Standard	
9.1	VA:Cr2.2.6a Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.	
Taught in Unit(s)		
Art Processes and Procedures		
Explanation/Example of the Standard		
In 6 th Grade, we want students to take ownership of the creative space by learning how to take care of, maintain, and safely use materials, tools and equipment. This can be as simple as learning how to rinse a paint brush in a way that does not damage the bristles or safely use a gouge, to creating systems to keep materials organized for themselves and other students.		
Big Idea(s)	Essential Question(s)	
Artists use many tools and resources in order to create works of art. Proper use of and care for these materials and resources is important to the maintenance of the creative space.	<ul style="list-style-type: none"> • How do artists properly and safely use, organize and maintain their tools and resources? • Why is it important to maintain the quality of tools and materials? 	
Assessments		
See unit maps for specific unit common assessments.		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Understand the importance of maintaining the creative space • Understand rules of safety with certain materials 	<ul style="list-style-type: none"> • Maintain organization of the creative space • Properly use and clean materials 	

CVSD Secondary Art Curriculum Map ~ 6th Grade

PA Academic Standard	National Visual Art Standard	
9.3	VA:Re.9.1.6a Develop and apply relevant criteria to evaluate a work of art.	
Taught in Unit(s)		
Art Processes and Procedures		
Explanation/Example of the Standard		
In 6 th Grade, we will introduce students to the process of critique – looking “critically” at works of art and evaluating it based on a variety of criteria. Students should understand the difference between their own immediate reaction to a work of art (whether or not they like it based on their tastes and preferences) – and the more formal process of evaluating it based on artistic technique, skill of the artist etc.		
Big Idea(s)		Essential Question(s)
There are formal and informal processes used to assess the quality of works in the arts.		<ul style="list-style-type: none"> • How do we apply criteria to evaluate the success of a work of art? • What is the difference between an informal evaluation and a formal evaluation?
Assessments		
See unit maps for specific unit common assessments.		
Concepts (what students need to know)		Skills (what students must be able to do)
<ul style="list-style-type: none"> • Critique • Informal vs. Formal Evaluation 		<ul style="list-style-type: none"> • Critique the work of others and of their own • Offer constructive criticism

CVSD Secondary Art Curriculum Map ~ 7th Grade

PA Academic Standard	National Visual Art Standard	
9.1	VA: Cr2.1.7a Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.	
Taught in Unit(s)		
Discovering and Connecting		
Explanation/Example of the Standard		
In 7 th Grade, we want students to continue to explore a variety of art making materials and processes in order to maximize the number of students who feel more comfortable in the art room and with the process of being creative. Students will continue to learn by exploring materials on their own and through guided practice. By continuing to work with multiple materials and processes, students gain confidence to further explore these methods in subsequent years.		
Big Idea(s)	Essential Question(s)	
The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	<ul style="list-style-type: none"> • How do artists use the elements and principles as tools for artistic expression? • How can experimenting with new art material and methods lead to growth as an artist and as a person? • How can different materials and techniques be used to express an idea or communicate a message? 	
Assessments		
See unit maps for specific unit common assessments.		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Art vocabulary • Art materials and tools • Different techniques available 	<ul style="list-style-type: none"> • Experiment with multiple art materials • Try various methods of art making 	

CVSD Secondary Art Curriculum Map ~ 7th Grade

PA Academic Standard	National Visual Art Standard	
9.1	VA: Cr3.1.7a Reflect on and explain important information about personal artwork in an artist statement or another format.	
Taught in Unit(s)		
Discovering and Connecting		
Explanation/Example of the Standard		
In 7 th Grade, we want students to be able to reflect on what they have created and then be able to explain their work to others. Students should understand that the artist should be able to identify why they created their personal artwork the way they did, and then they should be able to communicate that message to an audience. By continuing to work on this practice, students gain confidence to further explore how to better communicate information through their work and how to explain that information to others efficiently in subsequent years.		
Big Idea(s)	Essential Question(s)	
Artists choose their media to affect both how their artwork will look and what meaning and significance it will have. It is important for artists to understand why they choose the materials and processes that they do and then how to explain this important information to the viewer.	<ul style="list-style-type: none"> • Why is it sometimes important to give the viewer an explanation of the art work? • Why is it important for the artist to think about the message that their work is sending? • How can artwork be a powerful form of communicating a message? 	
Assessments		
See unit maps for specific unit common assessments.		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Art vocabulary • Artist statement • Other forms of sharing information; blog post, social media, verbal conversation, etc. 	<ul style="list-style-type: none"> • Evaluate the meaning behind choices that have been made in the artwork. • Communicate an explanation of the artwork 	

CVSD Secondary Art Curriculum Map ~ 7th Grade

PA Academic Standard	National Visual Art Standard	
9.4	VA: Re9.1.7a Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.	
Taught in Unit(s)		
Discovering and Connecting		
Explanation/Example of the Standard		
In 7 th Grade, we will continue to look at the process of critique – looking “critically” at works of art and evaluating it based on a variety of personal criteria versus established criteria. Students should understand the difference between their own immediate reaction to a work of art (whether or not they like it based on their tastes and preferences) – and the more formal process of evaluating it based on artistic technique, skill of the artist etc. By continuing to work on this practice, students gain confidence to further understand how the critiquing process works and how personal criteria and established criteria make a difference when determining judgment in subsequent years.		
Big Idea(s)		Essential Question(s)
There are formal and informal processes used to assess the quality of works in the arts		<ul style="list-style-type: none"> • How can established criteria be helpful when passing judgment on an artwork? • Why is our personal opinion sometimes not important when evaluating a work of art?
Assessments		
See unit maps for specific unit common assessments.		
Concepts (what students need to know)		Skills (what students must be able to do)
<ul style="list-style-type: none"> • Art vocabulary • Personal criteria • Established criteria 		<ul style="list-style-type: none"> • Compare the difference between art that we like/dislike and art that has met a set of established criteria. • Explain the difference between art that we like/dislike and art that has met a set of established criteria.

CVSD Secondary Art Curriculum Map ~ 7th Grade

PA Academic Standard	National Visual Art Standard	
9.4	VA: Re9.1.7a Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.	
Taught in Unit(s)		
Discovering and Connecting		
Explanation/Example of the Standard		
In 7 th Grade, we will continue to look at the process of critique – looking “critically” at works of art and evaluating it based on a variety of personal criteria versus established criteria. Students should understand the difference between their own immediate reaction to a work of art (whether or not they like it based on their tastes and preferences) – and the more formal process of evaluating it based on artistic technique, skill of the artist etc. By continuing to work on this practice, students gain confidence to further understand how the critiquing process works and how personal criteria and established criteria make a difference when determining judgment in subsequent years.		
Big Idea(s)		Essential Question(s)
There are formal and informal processes used to assess the quality of works in the arts		<ul style="list-style-type: none"> • How can established criteria be helpful when passing judgment on an artwork? • Why is our personal opinion sometimes not important when evaluating a work of art?
Assessments		
See unit maps for specific unit common assessments.		
Concepts (what students need to know)		Skills (what students must be able to do)
<ul style="list-style-type: none"> • Art vocabulary • Personal criteria • Established criteria 		<ul style="list-style-type: none"> • Compare the difference between art that we like/dislike and art that has met a set of established criteria. • Explain the difference between art that we like/dislike and art that has met a set of established criteria.

CVSD Secondary Art Curriculum Map ~ 8th Grade

PA Academic Standard	National Visual Art Standard	
9.1	VA:Cr1.1.8a Document early stages of the creative process visually and or verbally in traditional or new media.	
Taught in Unit(s)		
Creative Problem Solving		
Explanation/Example of the Standard		
In 8 th Grade, we will establish the importance of the planning part of the creative process. Students will engage in discussion with classmates and teachers, sketching ideas on paper, researching in books and online and many other early stage steps needed to plan the execution of a project or find a creative solution to a problem.		
Big Idea(s)	Essential Question(s)	
Artists use tools and resources, as well as their own skills and experiences, to plan and create works in the arts.	<ul style="list-style-type: none"> • How do we begin the creative process? • How can we document the early stages of the creative process? 	
Assessments		
See unit maps for specific unit common assessments.		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Creative Process • Thumbnail Sketches • Documentation 	<ul style="list-style-type: none"> • Plan out a solution to a creative problem 	

CVSD Secondary Art Curriculum Map ~ 8th Grade

PA Academic Standard	National Visual Art Standard	
9.1	VA: Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art making or designing.	
Taught in Unit(s)		
Creative Problem Solving		
Explanation/Example of the Standard		
In 8 th Grade, we want students to take the knowledge and experiences from their 6 th and 7 th grade exploration of materials and techniques with an emphasis on risk-taking and problem solving. Students will be encouraged to bring their own creative and innovative spin to materials and techniques in order to independently or collaboratively solve the problem presented.		
Big Idea(s)		Essential Question(s)
The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.		<ul style="list-style-type: none"> • Why is experimentation crucial to the creative process? • How can a willingness to step out of one's comfort zone lead to growth as an artist and as a person?
Assessments		
See unit maps for specific unit common assessments.		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Art vocabulary • Art materials and tools • Experimentation 	<ul style="list-style-type: none"> • Experiment with multiple art materials • Try various methods of art making • Solve a creative problem • Take creative risks 	

CVSD Secondary Art Curriculum Map ~ 8th Grade

PA Academic Standard	National Visual Art Standard	
9.4	VA:Pr5.1.8a Collaboratively prepare and present selected theme based artwork for display and formulate exhibition narratives for the viewer.	
Taught in Unit(s)		
Creative Problem Solving		
Explanation/Example of the Standard		
As a part of the marking-period long 8 th grade course, students will be responsible for preparing some type of exhibition of their collective work. They will collaboratively display, advertise, explain or host their exhibit as a culmination of their time in the art classroom.		
Big Idea(s)	Essential Question(s)	
The arts provide a medium to understand and exchange ideas.	<ul style="list-style-type: none"> • How do you determine the most effective means of sharing work in the arts? 	
Assessments		
See unit maps for specific unit common assessments.		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Exhibition • Narratives 	<ul style="list-style-type: none"> • Collaboratively prepare and/or present an exhibit of art work • Explain the process and meaning behind shared art works 	

CVSD Secondary Art Curriculum Map ~ 8th Grade

PA Academic Standard	National Visual Art Standard	
9.3	VA:Re9.1.8a Create a convincing and logical argument to support an evaluation of art.	
Taught in Unit(s)		
Creative Problem Solving		
Explanation/Example of the Standard		
During the 8 th grade course, students should be able to verbally or in writing, explain a particular evaluation of a work of art using appropriate art vocabulary. They should understand the difference between their own reaction to a work of art (informal response/perception) and a critique of the work's artistic merits (formal response/analysis).		
Big Idea(s)	Essential Question(s)	
People use both aesthetic and critical processes to assess quality, interpret meaning and determine value of works in the arts.	<ul style="list-style-type: none"> • How do we interpret meaning and intent in a work of art? • What is the difference between our perception of a work of art and our analysis of a work of art? • How do perception and analysis determine the value of a work of art? 	
Assessments		
See unit maps for specific unit common assessments.		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Critique • Informal vs. Formal Response • Interpretation • Perception • Analysis 	<ul style="list-style-type: none"> • Interpret a work of art • Explain the difference between perception and analysis • Explain how perception and analysis help determine the value of a work of art 	