

**Planned Course of Study**

**ART**

**Grade 9**

**Art Department**

**Salisbury Township School District**

**1140 Salisbury Road**

**Allentown, PA 18103**

**ART 9**  
**Grade 9**  
**Full Year: ½ year**

<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>Art History (Expressionism)</p> <p>1, All students will be able to: understand similarities and differences among the characteristics of artworks from various cultures.</p>	<ul style="list-style-type: none"> <li>• Identify the Expressionist time period of the early 1900's and that it followed the Impressionist time period.</li> <li>• Identify Edward Munch as an important leader of this style.</li> <li>• Identify the specific characteristics of Expressionism as portraying personal feelings of fear, anger and concern with death.</li> <li>• Recognize and describe what are seen in reproductions of the Expressionist artworks.</li> <li>• Classify Emotions used by various artists.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will show an understanding of the time period by completing a presentation, quiz, worksheets or class projects.</li> </ul>	<p>A, B, D, F , G</p>
<b>Resources/Materials</b>			
<b>Additional Resources/Inter-disciplinary Relationships</b>			

**ART 9**  
**Grade 9**  
**Full Year**

<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>Art History (Cubism) The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand similarities and differences among the characteristics of artworks from various eras and cultures.</li> <li>2. Understand how factors of time and place influence visual, spatial, or temporal characteristics that give meaning or function to a work of art.</li> <li>3. Understand the historical and cultural context of a variety of art objects</li> </ol>	<ul style="list-style-type: none"> <li>• Identify the Cubist time period of 1908-1914</li> <li>• Identify one of the Cubist artist: Picasso, Braque, Gris, Leger, Gleizes, Metzinger, Delaunay, Duchamp.</li> <li>• Recognize the two types of cubism: Analytic and Synthetic.</li> <li>• Recognize terms: <b>Cubism</b>: artists break up the real world objects and reassemble using geometric shapes; <b>Analytic Cubism</b>: shatters objects into fragments and spread them out on the canvas; <b>Synthetic Cubism</b>: reassemble images using collage of cardboard and newsprint.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment based on teacher generated materials, quizzes, tests, projects and presentations</li> </ul>	A,C,D, G, L
<b>Resources/Materials</b>			
<b>Additional Resources/Inter-disciplinary Relationships</b>			

**ART PRODUCTION 9**  
**Grade 9**  
**Full Year: ½ year**

<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
Expressionism, Surrealism, Cubism (Production) The student will be able to: 1. Research artists from the Expressionist, Surrealist, or the Cubist time period.	*Gather information on the artist using computers, books and magazines <ul style="list-style-type: none"> <li>• Gather information on artist and the surrealistic style</li> <li>• Gather at least three visuals of each artist and compile</li> <li>• Chose a favorite artist based on findings</li> <li>• Create a surrealist, Expressionist, or Cubist piece following the style</li> </ul>	<ul style="list-style-type: none"> <li>• Based on guidelines of the project the student will complete a research project on the movement.</li> <li>• Product a piece based on their findings and apply what they have learned</li> </ul>	C, D, H
<b>Resources/Materials</b>			
<b>Additional Resources/Inter-disciplinary Relationships</b>			

**ART PRODUCTION 9**  
**Grade 9**  
**Full Year: ½ year**

<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>The student will be able to:</p> <p>1. Produce a work of art communicating a specific theme.</p> <p>2. Demonstrate the skill of figure drawing.</p>	<p>1. Brainstorm ideas either individually or in a group according to the theme of the project.</p> <p>1. Create a final piece centering around a theme, using any medium.</p> <p>2. Create a variety of gesture and contour drawings using different media and techniques</p> <p>* Discuss the correct proportions of figure drawing: 7 7 ½ head lengths tall, 3 head widths wide on the shoulders.</p> <p>*Begin measuring the human body by using head lengths and the sighting method.</p> <p>* Complete figure drawing with 20-30 minute drawings.</p>	<p>•</p>	
<b>Resources/Materials</b>			
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**ART PRODUCTION**  
**Grade 9**  
**Full Year:1/2 year**

<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>The student will be able to:</p> <p>3. Define and demonstrate the skill of perspective</p> <p>4. Demonstrate and understand on of the elements of art. (Color)</p> <p>5. Understand and demonstrate one of the art movements: Expressionism, Surrealism, or Cubism.</p>	<p>3. Draw an object in 3Point Perspective</p> <p>3. Draw a landscape that shows architecture.</p> <p>4. Read Chapter 7:Color.</p> <ul style="list-style-type: none"> <li>• Understand the color theory terms Used such as monochrome, color Triad, analogous, etc.</li> <li>• Apply one of the color theory terms Into the still life, showing shadows</li> </ul> <p>5. Complete historical research on the Time period.</p> <ul style="list-style-type: none"> <li>• Compile information found on time Periods.</li> <li>• Chose favorite time period and Complete lesson is that style using Paint, pencil or other medium.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Resources/Materials</b>			
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**ART PRODUCTION**  
**Grade 9**  
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<p>6. Identify the elements of art</p> <p>7. Understand that commercial Design is one area of art as a Career.</p> <p>8. Create a clay project</p> <p>9. Incorporate specific uses of traditional and contemporary technologies in understanding the humanities.</p>	<p>6. Identify and define the elements of art            Demonstrate specifically the elements            Shape, form, and value</p> <ul style="list-style-type: none"> <li>• Draw an object using these elements Of art.</li> <li>• Experiment with two different tools to Create value. (Pencil, Pen, Charcoal, Color).</li> </ul> <p>7. Know what Commercial art is and the Job of a commercial artist.</p> <ul style="list-style-type: none"> <li>• Talk about advertising of products and The age group targeted, product Appeal, and colors</li> </ul> <p>8. Know where clay comes fun.</p> <ul style="list-style-type: none"> <li>• Know how to use clay and the proper Procedures, slipping, scoring, coiling, Slabs, drying.</li> <li>• Understand the firing and glazing Process.</li> </ul> <p>9. Research, using the internet, an artist from the expressionist, surrealist, or the cubist era.</p> <ul style="list-style-type: none"> <li>• Compile a bibliography of the artists life</li> <li>• Incorporate the biography into a power point presentation following certain Criteria.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
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