IAA Curriculum

Content Area	Visual Arts		Grade	6
Course Name	Foundations of Art 6			

Unit	Unit 1 - Visual Arts Foundation
Concepts	Identify and use comprehensive vocabulary within the visual arts.
Big Ideas & Competencies	Appropriate use of art vocabulary to describe, demonstrate, classify and evaluate works of art. Oral and written discussion of subject matter, symbols and ideas in works of art.
Essential Understandings	How is art described using characteristics and forms? What vocabulary words are specific to visual arts? How is art discussed both orally and in written form?

Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
12-15 Days	Students will be able to… Research one world famous artist and their work. Use appropriate art vocabulary to describe, demonstrate, classify and evaluate works of art. Discuss orally and in writing subject matter, symbols, and ideas in works of art.	Watch video on Fashion careers Guided note Activity- Group and individual Critical vocabulary Guided group discussions & presentations Sketchbook Journal Entries Artist Research	9.1.8.A 9.1.8.B 9.1.8.C			Biography Significance Medium Notable Color Form Shape Line Space Texture
Resources	Materials, texts, videos, internet sites, software, human to support instruction					
Formative Assessments	Class participation, observation checklist, teacher observation, quizzes, exit tickets					
Summative Assessments	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments					
Strategies for ELL and IEP	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.					

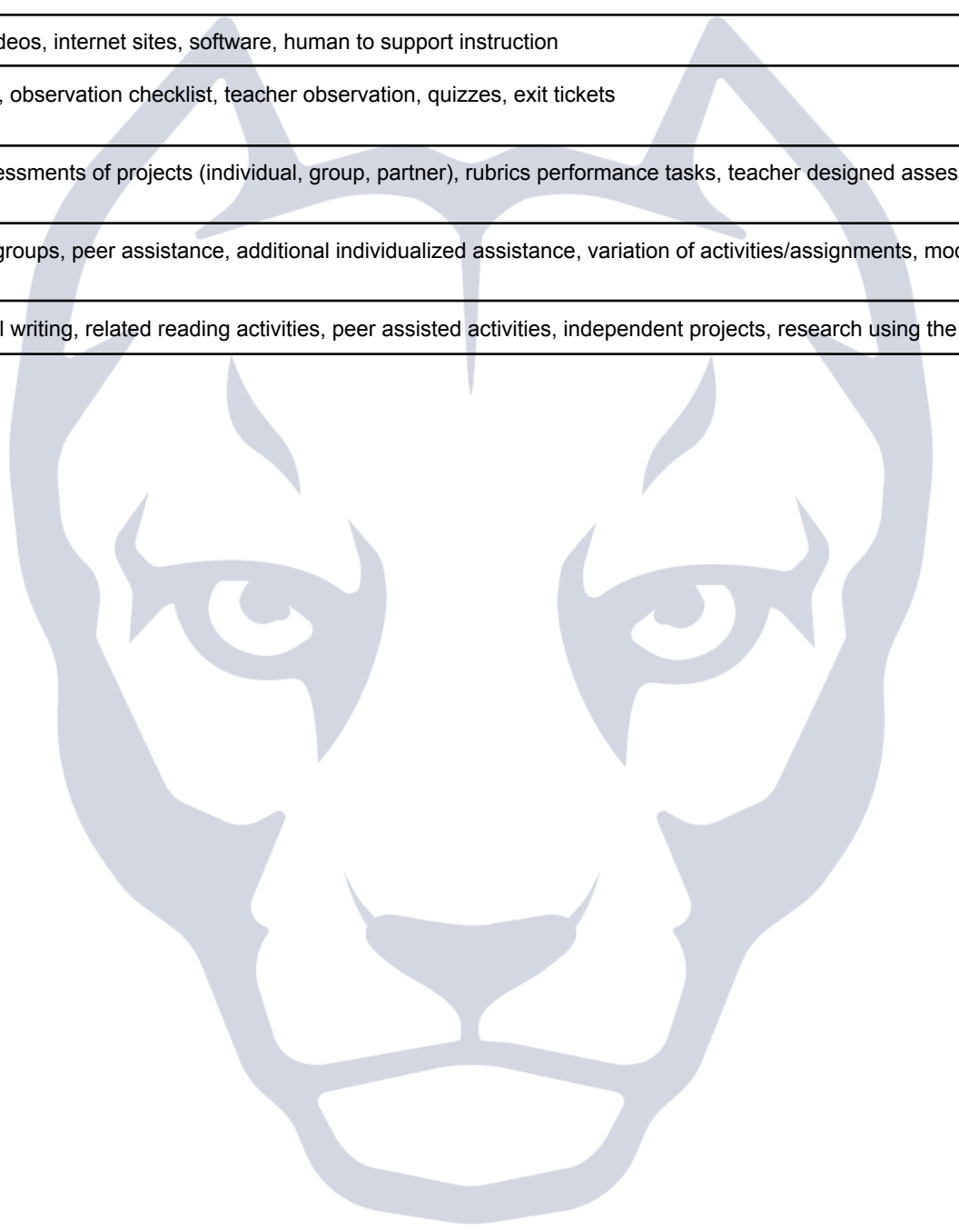| Support	
Acceleration Strategies	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.

IAA Curriculum

Content Area	Visual Arts	Grade	6
Course Name	Foundations of Art 6		

Unit	Unit 2 - Elements and Principles of Arts
Concepts	Know and use the elements and principles of art to create works in the arts and humanities.
Big Ideas & Competencies	Identify and use various qualities of line as well as the three properties of hue, value and intensity. Representational sketches of people, places and things from observation.
Essential Understandings	What are the basic elements and design principles of visual arts? How can contrast be achieved through line, color, value and texture? How have visual arts changed throughout history?

Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
12-15 Days	Students will be able to… Analyze characteristics of the elements and principles of visual art. Arrange the elements of art according to the principles of art to create visual compositions which demonstrate progressive knowledge and skill. Demonstrate increased knowledge and skill in use of color and color relationships. Analyze characteristics of the elements and principles of visual art. Use the elements and principles of art to create the illusion light and shadow.	Watch video on Fashion careers Guided note Activity- Group and individual Critical vocabulary Guided group discussions & presentations Sketchbook Journal Entries Self-assessments Portfolio Class critique	9.1.8.A 9.1.8.B			Color Form Shape Line Space Texture Value Balance Contrast Emphasis Focal point Movement Rhythm Proportion Scale Repetition Unity Harmony

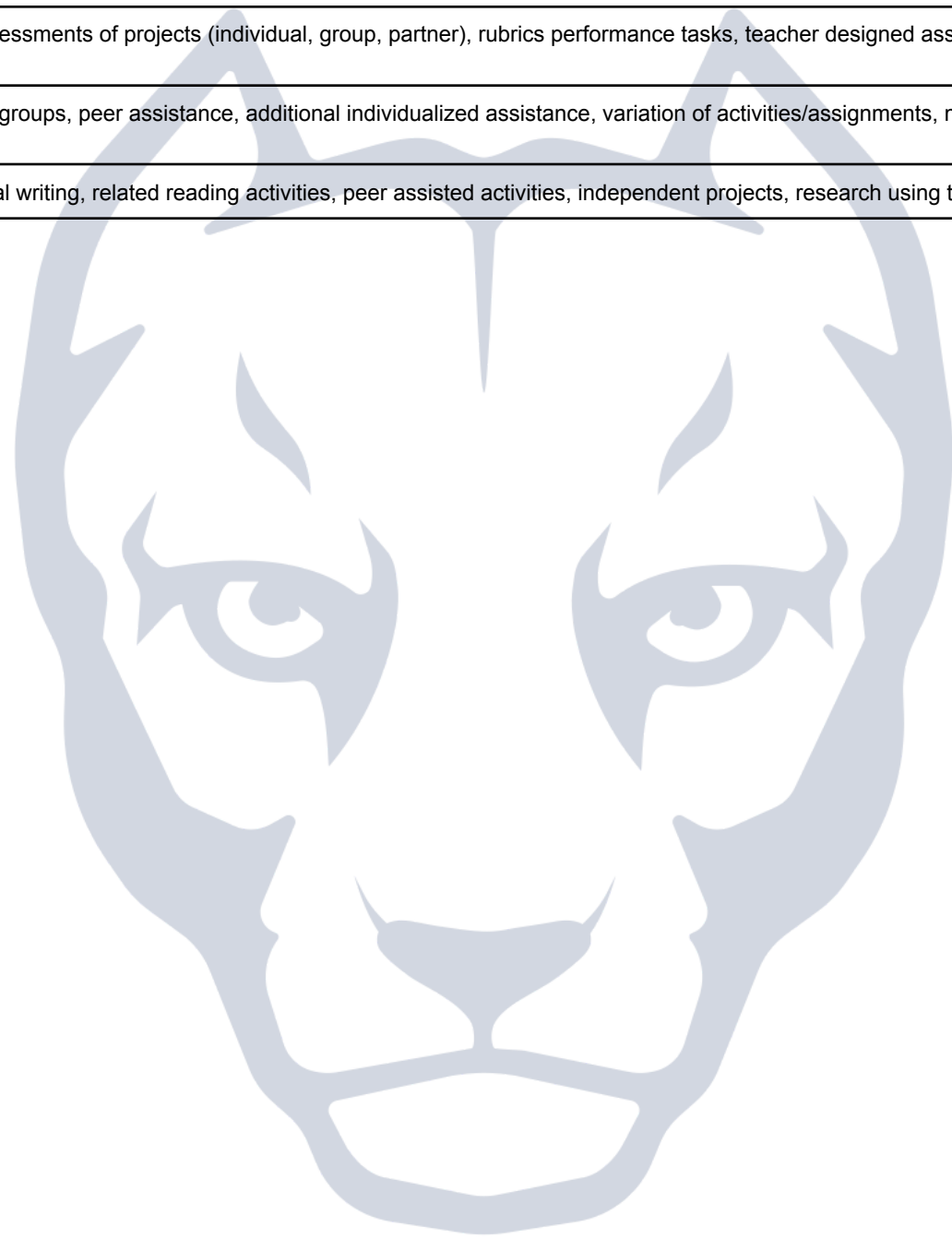| Resources	Materials, texts, videos, internet sites, software, human to support instruction
Formative Assessments	Class participation, observation checklist, teacher observation, quizzes, exit tickets
Summative Assessments	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments
Strategies for ELL and IEP Support	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.
Acceleration Strategies	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.

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Content Area	Visual Arts		Grade	6
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Unit	Unit 3 - Mixed Media					
Concepts	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works of visual art.					
Big Ideas & Competencies	Depict accurate representation of objects in the environment with value and detail. Create and display monoprints from various materials					
Essential Understandings	How can objects in real life be depicted through art? What are the various mediums that can be used during the creation of art? Why are certain pieces of art considered notable and important to the field?					
Dates (estimates only)	**Smart Objectives**	**Instructional Strategies and Activities**	**PA CC Standards**	**Keystone or PSSA Anchors**	**Keystone / PSSA Eligible Content**	**Vocabulary**
12-15 Days	Students will be able to… Demonstrate progressive knowledge and skill in drawing/painting media, techniques and processes. Demonstrate progresive knowledge and skill in print-making media, techniques and processes. Demonstrate progressive knowledge and skill in three-dimensional and fiber media, techniques and processes.	Watch video on Fashion careers Guided note Activity- Group and individual Critical vocabulary Guided group discussions & presentations Sketchbook Journal Entries Self-assessments Portfolio Class critique	9.1.8.A 9.1.8.B			Paint Draw Craft Sculpt Print Environment Communication Multi-media
Resources	Materials, texts, videos, internet sites, software, human to support instruction					
Formative Assessments	Class participation, observation checklist, teacher observation, quizzes, exit tickets					

Summative Assessments	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments
Strategies for ELL and IEP Support	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.
Acceleration Strategies	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.

IAA Curriculum Writing Template

Content Area	Visual Arts	Grade	6
Course Name	Foundations of Art 6		

Unit	Unit 4: What is Graphic Design
Concepts	Unit 4 offers an overview of what graphic design is and the immense professional opportunities it provides. Students will be inspired by the great works of past and present iconic graphic designers, and will be introduced to the most popular design sites encompassing work within the various industries that graphic designers work in.
Big Ideas	What is graphic design? What do graphic designers do? How do we as potential designers but also consumers navigate in a world where everything we touch and see is designed for us to have a specific reaction to?
Essential Understandings	Though often overlooked, Graphic Design surrounds us: it is the signs we read, the products we buy, and the rooms we inhabit. Graphic designers find beauty within limitations, working towards the ultimate goal of visually communicating a message. Utilizing a language of type and imagery, graphic designers try to make every aspect of our lives defined and beautiful.
Competencies	- A definition of graphic design. - An introduction to pivotal historic and contemporary designers. - An introduction to the various specialities included in the graphic design profession. - An introduction to online design resources that will inspire and enrich student's education throughout the course.

Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
12-15 Days	Develop a general knowledge of what Graphic Design is	Various teaching methods will be used during the course. Handouts and discussion will be used, however, most of the instruction of this course will be a hands on instruction, in groups and individually. Live demonstrations will be made by the instructor then repeated and practiced by the students with one-on-one interaction to check for understanding. Real-time lessons				Images Symbols Artwork Visualization Graphic Design Web Design Multimedia Animation Environmental Design Packaging Design Advertising

		will take place in a large group with the teacher on the computer using the projector or Apple TV, students working on their own computers with the teacher. Individual proofing and consulting will take place after demonstrations take place and art projects begin. Group critiques and individual evaluation will take place upon completion of art projects. During the course of the year students will be given the opportunity to review design books and magazines, as well as review websites for potential ideas for new projects.				
	Identify different industries and career paths for Graphic Design					
	Be able to name and reference iconic Graphic Designers					
	Identify skills needed for success in various areas of Graphic Design					

Resources	Adobe Creative Cloud, PBS, YouTube, AIGA, 99designs.com, The Noun Project, Behance, Adobe Color, Niice, Unsplash, Drawkit, Dafont, Print Magazine, Communication Arts
Formative Assessments	Class participation, design trivia, one on one interactions and critiques, class critiques, design projects, quizzes, and tests.
Summative Assessments	Completion of projects showing mastery of the covered unit topics, quizzes, and tests.
Strategies for ELL and IEP Support	One on one instruction, Check in's and translations, Verbal/non verbal cues to stay on task, Modified independent practice, Modified exit ticket, Modified Assessment, Extended time if necessary

IAA Curriculum Writing Template

Content Area	Visual Arts		Grade	6
Course Name	Foundations of Art 6			

Unit	Unit 5: Digital Citizenship and Intellectual Property
Concepts	This unit will examine the professional and ethical issues involved in the visual communications and design industries. Students will see examples of plagiarism in art and participate in a discussion and/or research about fair use, copyright and originality. It is the expectation that students create original artwork inspired by their own photos, drawings, and experiences with minimal use of appropriated images.
Big Ideas	What are the legal uses of a production that is under copyright? What is copyright infringement? What are its consequences? Why are ethics in graphics and design important? What are some common ethical violations in graphics and design, and how do you avoid them?
Essential Understandings	Identify basic copyright issues for graphic communications and design industries to include understanding the use of Creative Commons copyright, and the consequences of copyright infringement. Explain ethics issues for the graphic communications and design industries.
Competencies	- Understand how designs are protected by copyright laws - Understand the consequences for violating that protection, and the exceptions to that protection. - Understand how violation of ethics can have an adverse effect on the industry and their productions

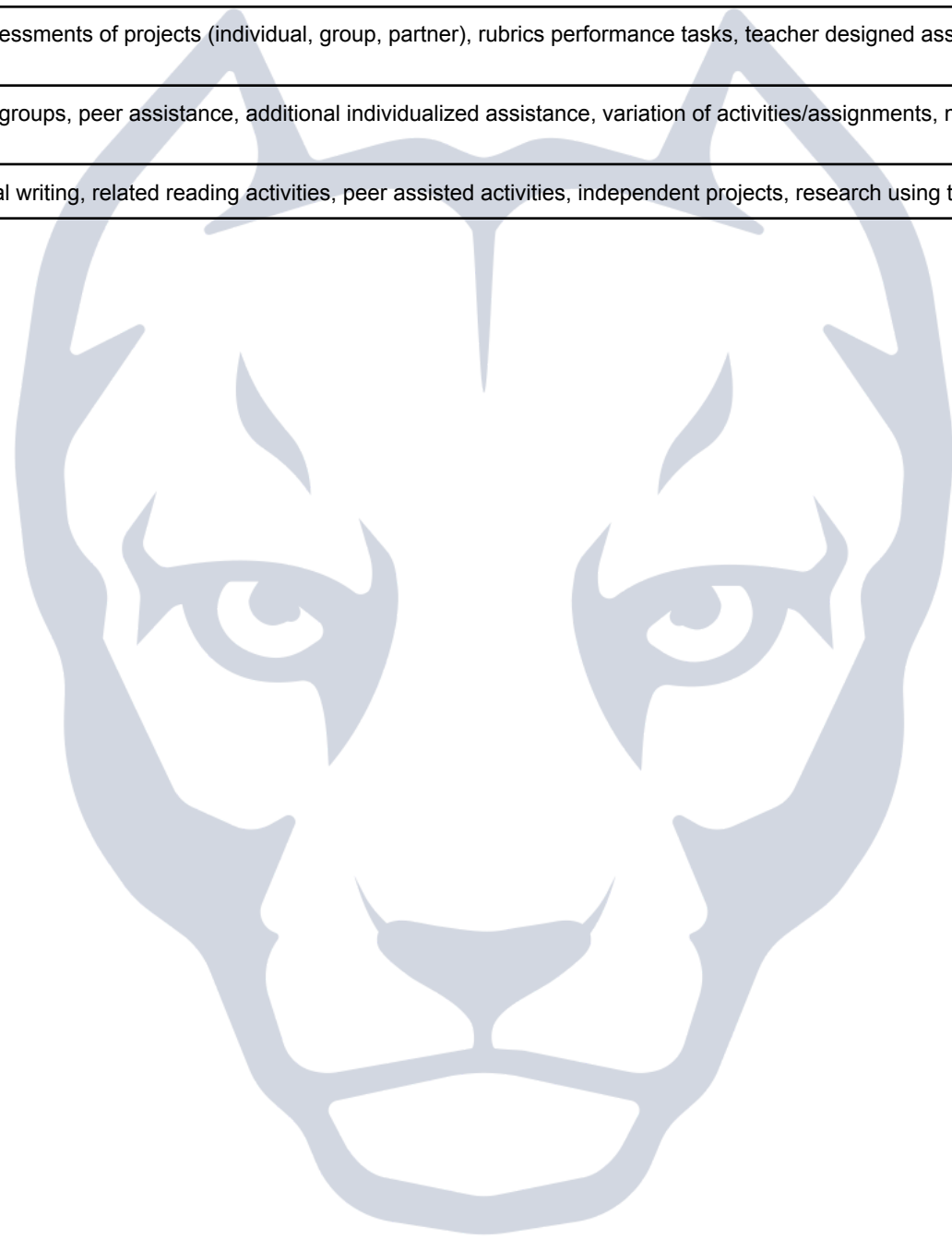| Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
12-15 days	Understand how designs are protected by copyright laws	Various teaching methods will be used during the course. Handouts and discussion will be used, however, most of the instruction of this course will be a hands on instruction, in groups and individually. Live demonstrations will be made by the instructor then repeated and practiced by the students with one-on-one interaction to check for understanding. Real-time lessons will take place in a large group with the teacher on the computer using the				Digital Citizenship Plagiarism Copyright Fair Use Public Domain Ethics Intellectual Property

		projector or Apple TV, students working on their own computers with the teacher. Individual proofing and consulting will take place after demonstrations take place and art projects begin. Group critiques and individual evaluation will take place upon completion of art projects. During the course of the year students will be given the opportunity to review design books and magazines, as well as review websites for potential ideas for new projects.				
	Understand the consequences for violating that protection, and the exceptions to that protection.					
	Understand how violation of ethics can have an adverse effect on the industry and their productions					

Resources	Adobe Creative Cloud, PBS, YouTube, AIGA, 99designs.com, The Noun Project, Behance, Adobe Color, Niice, Unsplash, Drawkit, Dafont, Print Magazine, Communication Arts
Formative Assessments	Class participation, design trivia, one on one interactions and critiques, class critiques, design projects, quizzes, and tests.
Summative Assessments	Completion of projects showing mastery of the covered unit topics, quizzes, and tests.
Strategies for ELL and IEP Support	One on one instruction, Check in's and translations, Verbal/non verbal cues to stay on task, Modified independent practice, Modified exit ticket, Modified Assessment, Extended time if necessary
Acceleration Strategies	One on one instruction, Modified independent practice, Modified exit ticket, Modified Assessment, Modified/Advanced version of Assignments, Extra Credit Projects

IAA Curriculum

Content Area	Visual Arts	Grade	6
Course Name	Foundations of Art 6		

Unit	Unit 6 - Fashion Terms and Concepts
Concepts	In order to develop vocabulary and knowledge within Fashion Design and related fields, students need to be exposed to common fashion terms and Concepts which they will use as they progress through the fashion program.
Big Ideas & Competencies	Students will build their knowledge of fashion by defining key fashion terms and identifying concepts. These terms and concepts will be utilized in classroom discussions and will help make connections to real life as they recognize the same verbiage in social media marketing and advertisements in daily life.
Essential Understandings	What is the difference between a Fad and a Trend? What is style, and how can you build your own personal style? What is the difference between a classic versus vintage? What is Design as a whole and what does it encompass? How does "Mass Market" relate to other aspects of society? What constitutes an avante Garde design versus Haute Couture?

Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
12-15 Days	Students will be able to… Investigate Fashion terms and how they relate to popular culture. Compare terminology and be able to differentiate between terms. Classify, Collect, display and label visual examples representing each term.	Students Brainstorm examples of each term within a group and illustrate or record responses. Show visual examples of each term via presentation and/or video. Explain differences between terms with examples. Guided notes sheet with student and teacher examples Create a fashion term booklet by cutting, pasting and labeling examples which represent each term.	9.1.8.C 9.1.8.I 9.1.8.K			Fashion Trend Retro Vintage Classic Fad Avante-Garde Mass Market Designer Label Style Design Haute Couture Garment
Resources	Materials, texts, videos, internet sites, software, human to support instruction					
Formative Assessments	Class participation, observation checklist, teacher observation, quizzes, exit tickets					

Summative Assessments	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments
Strategies for ELL and IEP Support	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.
Acceleration Strategies	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.

IAA Curriculum

Content Area	Fashion Design	Grade	7
Course Name	Fashion Design Rotation 7		

Unit	Unit 7 - Intro to Psychology of Color and Color Harmonies
Concepts	Color psychology is the study of hues as a determinant of human behavior. Color influences perceptions that are not obvious, such as the taste of food or willingness to buy a product. Colors have qualities that can cause certain emotions in people.
Big Ideas & Competencies	Students will understand how color(s) influence our emotions, perceptions, and decision making as it relates to fashion, society, and marketing. Students will understand how to combine colors in a harmonious way.
Essential Understandings	What is the psychology of color? What emotional responses are connected to each color ? How do companies use the psychology of color to market their products? How can you utilize the psychology of color to attract a certain client? How does color affect people's first impression of you? What is color harmony? How do you create harmony between colors?

Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
15-20 Days	Students will be able to… Examine Videos on Psychology of color will be utilized to aid students in note taking. Explain color psychology and its use in fashion, advertising & Marketing. Define each color and its intrinsic emotional response. Discuss color harmonies and how they are utilized in fashion design. Analyze how colors worn can alter peoples perception/ first impression . Analyze how colors chosen by a	Guided notes Critical vocabulary Guided discussions Personality quiz (color based) Turn and talk after personality quiz Fashion mood board utilizing psychology of color	9.1.8.A 9.1.8.B 9.1.8.C			Psychology of color Color scheme Analogous color harmony Split Complementary

	person gives insight into their personality Students will create a Fashion based mood board using a specific set of colors/ color scheme which is meant to invoke a particular feeling or attract a certain client.					
Resources	Materials, texts, videos, internet sites, software, human to support instruction					
Formative Assessments	Class participation, observation checklist, teacher observation, quizzes, exit tickets					
Summative Assessments	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments					
Strategies for ELL and IEP Support	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.					
Acceleration Strategies	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.					