

## Grade 6

1. 2-D Drawing
2. Commercial Art
3. Elements of Design
4. Modeling and Sculpture
5. Painting
6. Principles of Design
7. Printmaking

<b>COURSE: ART</b>	<b>GRADE(S): 6</b>
<b>UNIT: DRAWING</b>	

<p><b>NATIONAL STANDARDS:</b></p> <ol style="list-style-type: none"> <li>1. Understanding and applying media, techniques, and processes</li> <li>2. Using knowledge of structures and functions</li> <li>3. Choosing and evaluating a range of subject matter, symbols, and ideas</li> <li>4. Understanding the visual arts in relation to history and cultures</li> <li>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</li> <li>6. Making connections between visual arts and other disciplines</li> </ol>
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<p><b>STATE STANDARDS:</b></p> <p>7.1 Producing , Performing and Exhibiting the Arts and Humanities</p> <p>7.2 Historical and Cultural Contexts</p> <p>7.3 Critical Response to the Arts and Humanities</p> <p>7.4 Aesthetic Responses to the Arts and Humanities</p>	<p><b>UNIT OBJECTIVES:</b></p> <p>Recognize the elements of art and principles of design in composition.</p> <p>Understand how the picture plane relates to the composition.</p> <p>Take care of equipment and supplies properly.</p> <p>Make a thumbnail sketch.</p> <p>Recognize and be able to name artwork from a number of artists.</p> <p>Draw with various media: pencil, pen, brush</p> <p>Paint with both transparent and opaque paint.</p> <p>Work with a 3-D design.</p> <p>Comprehend and articulate vocabulary.</p>
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<p><b>ACTIVITIES:</b></p> <p>Students will use a sketchbook as a workbook for related classroom assignments.</p> <p>Students recall and discuss artists and their styles, noticing art elements used.</p> <p>Students use primary colors plus back and white and the principles of art to draw and paint a concept interpretation. Thumbnail sketch ideas to be done in sketchbook.</p> <p>Students use 2 point perspective to draw objects they will shade with various techniques.</p> <p>Organize the elements of design to create effect and a focal point.</p> <p>Color: analyze colors of the spectrum on a color wheel. Choose a complementary, split complementary, monochromatic, and analogous color scheme by using the color wheel.</p> <p>Line: use line to show emotional qualities and explore the physical properties of line. Sketch a self-portrait using pencil shading, facial proportions.</p>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>-Craftsmanship and draftsmanship</li> <li>-Execution of /proper handling of material, tools</li> <li>-Final presentation/neatness</li> <li>-Teacher observation and evaluation of the creative process based on each project’s criteria: directions, size, material, color, due date.</li> <li>-Sketch book exercise assignments</li> <li>-Originality</li> </ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>-home assignments</li> <li>-teacher one-on-one assistance</li> <li>-peer tutoring</li> <li>-individual copies of lessons or art prints</li> <li>-simpler, shorter lessons</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>-extra time with teacher’s guidance</li> <li>-home assignments/suggestions</li> <li>-more sketchbook time</li> <li>-web sites recommended by teacher</li> <li>-limited palette rendering project</li> </ul>
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Shape: Identify types of shape, characteristics of shape, positive and negative shape, and placement of shape on the paper. (composition)

Texture: understand the physical characteristics of texture, actual, simulated, abstracted and invented. Include texture in a drawing and/or painting.

Value: Review and use value in a composition. Understand the physical characteristics of value and the emotional characteristics of value.

**RESOURCES:**

1. 20<sup>TH</sup> Century art: slides, film, prints, computer gallery/museum tours
2. books
3. shading gradations, examples of 2-point perspective
4. color wheels

<b>COURSE: ART</b>	<b>GRADE(S): 6</b>
<b>UNIT: COMMERCIAL ART/ADVERTISING ART</b>	

<p><b>NATIONAL STANDARDS:</b></p> <ol style="list-style-type: none"> <li>1. Understanding and applying media, techniques, and processes</li> <li>2. Using knowledge of structures and functions</li> <li>3. Choosing and evaluating a range of subject matter, symbols, and ideas</li> <li>4. Understanding the visual arts in relation to history and cultures</li> <li>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</li> <li>6. Making connections between visual arts and other disciplines</li> </ol>
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<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>-Students will formulate an original design for advertising something such as: CD or magazine cover, food packaging, fundraising or service billboard or poster (e.g., contest)</li> <li>-Students will make thumbnail sketches and adjust layout in sketchbooks.</li> <li>-Students will refer to and analyze products and advertising in today's market as to design elements and principles.</li> <li>-Students will incorporate lettering styles as a focal point of project's design.</li> </ul> <p><b>RESOURCES:</b></p> <ol style="list-style-type: none"> <li>1. examples of advertising from media and packaging</li> <li>2. visiting ad designer from local newspaper or business</li> <li>3. lettering and calligraphy books</li> </ol>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>-Draftsmanship</li> <li>-Originality and evolution of idea</li> <li>-Execution of and proper handling of materials</li> <li>-Final presentation – neatness.</li> <li>-Teacher observation and evaluation of the creative process based on each project's criteria: directions, size, material, color and due date</li> <li>-Sketchbook exercise assignments.</li> </ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>-extra time from teacher</li> <li>-home assignments/suggestions</li> <li>-limited criteria for simpler assignments</li> <li>-use of clip art/magazines for logos &amp; graphic images</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>-create banners for school events.</li> <li>-file of logos cut from ads</li> <li>-logo design using monogram</li> <li>-limited color palette</li> <li>-packaging design for specific object or with specific material</li> </ul>
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<b>COURSE: ART</b>	<b>GRADE(S): 6</b>
<b>UNIT: THE ELEMENTS OF DESIGN</b>	

<p><b>NATIONAL STANDARDS:</b></p> <ol style="list-style-type: none"> <li>1. Understanding and applying media, techniques, and processes</li> <li>2. Using knowledge of structures and functions</li> <li>3. Choosing and evaluating a range of subject matter, symbols, and ideas</li> <li>4. Understanding the visual arts in relation to history and cultures</li> <li>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</li> <li>6. Making connections between visual arts and other disciplines</li> </ol>
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<p><b>ACTIVITIES:</b></p> <p>Drawing using the Elements of Design, identifying each element.</p> <p>Thumbnail sketching stressing the elements, experimenting with different drawing media.</p> <p>Worksheets on color and design</p> <p><b>RESOURCES:</b></p> <ol style="list-style-type: none"> <li>1. Posters (elements)</li> <li>2. Color wheels</li> <li>3. Video – Elements of Design by Crystal Productions</li> <li>4. Crayola.com &amp; Sanford.com (worksheets)</li> </ol>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>-Did students use all of the elements?</li> <li>-Were students able to identify each element?</li> <li>-Complete worksheets.</li> <li>-Compare with peers' projects.</li> </ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>-extra time with teacher</li> <li>-individual copies of lessons, worksheets, art prints</li> <li>-shorter, simpler assignments (chunks)</li> <li>tracing and copying where appropriate</li> <li>-single element lessons</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>-Paper quilt: discuss traditional patchwork patterns, symmetry and asymmetry.</li> <li>-home assignments/suggestions</li> <li>-library/ computer research for examples/ideas</li> <li>-web sites recommended by teacher</li> <li>-limited elements with limited palette or materials</li> </ul>
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<b>COURSE: ART</b>	<b>GRADE(S): 6</b>
<b>UNIT: MODELING AND SCULPTURE: 3 - D DESIGN</b>	

<p><b>NATIONAL STANDARDS:</b></p> <ol style="list-style-type: none"> <li>1. Understanding and applying media, techniques, and processes</li> <li>2. Using knowledge of structures and functions</li> <li>3. Choosing and evaluating a range of subject matter, symbols, and ideas</li> <li>4. Understanding the visual arts in relation to history and cultures</li> <li>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</li> <li>6. Making connections between visual arts and other disciplines</li> </ol>
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<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>-Students will use a sketchbook as a workbook for related classroom assignments,</li> <li>-Students model clay related to cultural research, e.g., ancient Egypt, Greece, Rome</li> <li>-Students manipulate wire as contour sculpture/mobiles</li> <li>-Students problem-solve balance/counter balance</li> </ul> <p><b>RESOURCES:</b></p> <ol style="list-style-type: none"> <li>1. slides, videos, art prints of 3-D work including cultural carvings, architectural sculpture, linear cartoon art</li> <li>2. visiting sculptors from area colleges, etc.</li> <li>3. examples of free-standing sculptures in various media</li> <li>4. Social Studies teacher and curriculum</li> </ol>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>-Craftsmanship</li> <li>-Execution and proper handling of material</li> <li>-Final presentation and or/neatness</li> <li>-Teacher observation and evaluation of the creative process based on each project's criteria: directions, size, material, color and date the assignment is due.</li> <li>-Sketchbook exercise assignments.</li> <li>-Originality</li> </ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>-extra time from teacher</li> <li>-home assignments/suggestions</li> <li>-simpler symmetry and asymmetry lesson</li> <li>-paper as a medium: straws, pipe cleaners</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>-Paper Sculpture</li> <li>-library research and experimentation</li> <li>-use of a new material, e.g., found objects</li> <li>-jewelry design and execution using paper, wire, etc.</li> <li>-architectural relief sculpture (cultural link)</li> </ul>
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<b>COURSE: ART</b>	<b>GRADE(S): 6</b>
<b>UNIT: PAINTING</b>	

<p><b>NATIONAL STANDARDS:</b></p> <ol style="list-style-type: none"> <li>1. Understanding and applying media, techniques, and processes</li> <li>2. Using knowledge of structures and functions</li> <li>3. Choosing and evaluating a range of subject matter, symbols, and ideas</li> <li>4. Understanding the visual arts in relation to history and cultures</li> <li>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</li> <li>6. Making connections between visual arts and other disciplines</li> </ol>
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<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>-Students will make preliminary drawing, then a painting of assigned topic (still life, concept, landscape, etc.) using knowledge of art elements and principles of design.</li> <li>-Students will use tempera and watercolor paint to experiment with and compare gradations, washes, textural treatments (scratching, salt, dry brush, bleeding), color mixing and values</li> </ul> <p><b>RESOURCES:</b></p> <ol style="list-style-type: none"> <li>1. color wheels</li> <li>2. art prints, slides, videos of related themes, compositions, colors from various artists</li> <li>3. visiting artists' demonstrations and examples</li> <li>4. teacher demonstrations of various techniques</li> </ol>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>-Draftsmanship</li> <li>-Originality</li> <li>-Proper handling of materials and tools</li> <li>-Final presentation and neatness</li> <li>-Teacher observation/questioning based on knowledge and application of lessons' objectives, understanding of terms, tools, techniques, and completion on time</li> <li>-Sketchbook exercise assignments</li> </ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>-extra time from teacher</li> <li>-more limited project assignment</li> <li>-break project into many small steps</li> <li>-home assignments</li> <li>-clear visuals at hand for reference</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>-students will make a painting about their interests: sports, hobbies, etc.</li> <li>-limited color palette with Expressionism</li> <li>-collage treatment from Cubism period</li> <li>-value study with full or limited palette/various subjects</li> <li>-colored portrait: Fauve-style showing depth</li> </ul>
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<b>COURSE: ART</b>	<b>GRADE(S): 6</b>
<b>UNIT: PRINCIPLES OF DESIGN</b>	

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<p><b>ACTIVITIES:</b></p> <p>Worksheets: saved to sketchbooks</p> <ul style="list-style-type: none"> <li>*value rendering</li> <li>*shading techniques using different media</li> <li>*enlarging tiny objects using a grid</li> </ul> <p>Analyzing artwork in groups:</p> <ul style="list-style-type: none"> <li>• reference sheets as guides (they can create their own)</li> <li>• compare and contrast art movements, cultural art, same subjects, etc.</li> </ul> <p><b>RESOURCES:</b></p> <p>Smart Art – learning to classify</p> <p>Art web sites</p>	<p><b>ASSESSMENTS:</b></p> <p>Complete worksheets on analyzing design.</p> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>-Extra time with teacher</li> <li>-single principle at a time with one art print for examination</li> <li>-tracing art elements and discovering principles</li> <li>-guide sheet made easy to read</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>-Students make a poster showing the Principles of design.</li> <li>-Students identify examples of the Principles of Design in graphic material and create a collage.</li> <li>-limited principles, if possible!</li> <li>-compare and contrast centuries-old and modern art guided by the principles</li> </ul>
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<b>COURSE: ART</b>	<b>GRADE(S): 6</b>
<b>UNIT: PRINTMAKING</b>	

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<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>-Students will make a monoprint-concentration is on printing without a press and color printing.</li> <li>-Students will use a sketchbook as a workbook for related classroom assignments.</li> <li>-Students will plan a print from a sketch to final copies: preliminary drawing, reverse transfer to printing plate, inking plate, printing proof, making adjustments, printing final prints, signing properly.</li> </ul> <p><b>RESOURCES:</b></p> <ol style="list-style-type: none"> <li>1. slides, prints, posters, books of examples of printmaking related to the lesson.</li> <li>2. demonstration by a visiting printmaker</li> <li>3. examples of actual prints/plates of various styles</li> </ol>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>-Craftsmanship</li> <li>-Teacher observation and evaluation of the creative process based on each project's criteria: directions, size, material, color, due date.</li> <li>-Final presentation and neatness.</li> <li>-Questioning of student</li> </ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>-extra time from teacher</li> <li>-simpler experimentation; smaller steps</li> <li>-direction sheet at hand, easy to read</li> <li>-print with found-objects</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>-Print on different types of material: Cloth, paper, walls</li> <li>-Combine prints with other types of artwork: painting, drawing (collage)</li> <li>-library research and experimentation</li> <li>-multi-plate printing</li> </ul>
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