

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

COURSE: ART	GRADE(S): 6
UNIT: DRAWING	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 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 cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

<p>STATE STANDARDS:</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>UNIT OBJECTIVES:</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>ACTIVITIES:</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>ASSESSMENTS:</p> <ul style="list-style-type: none"> -Craftsmanship and draftsmanship -Execution of /proper handling of material, tools -Final presentation/neatness -Teacher observation and evaluation of the creative process based on each project’s criteria: directions, size, material, color, due date. -Sketch book exercise assignments -Originality <p>REMEDIATION:</p> <ul style="list-style-type: none"> -home assignments -teacher one-on-one assistance -peer tutoring -individual copies of lessons or art prints -simpler, shorter lessons <p>ENRICHMENT:</p> <ul style="list-style-type: none"> -extra time with teacher’s guidance -home assignments/suggestions -more sketchbook time -web sites recommended by teacher -limited palette rendering project
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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. 20TH Century art: slides, film, prints, computer gallery/museum tours
2. books
3. shading gradations, examples of 2-point perspective
4. color wheels

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

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 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 cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

<p>STATE STANDARDS:</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>UNIT OBJECTIVES:</p> <ul style="list-style-type: none"> -Comprehend and articulate vocabulary used in lessons from elements and principles of design. -Create original commercial assignments. -Application of the elements and principles of design. -Learn historical progress of advertising regarding technologies, markets, purposes.
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<p>ACTIVITIES:</p> <ul style="list-style-type: none"> -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) -Students will make thumbnail sketches and adjust layout in sketchbooks. -Students will refer to and analyze products and advertising in today's market as to design elements and principles. -Students will incorporate lettering styles as a focal point of project's design. <p>RESOURCES:</p> <ol style="list-style-type: none"> 1. examples of advertising from media and packaging 2. visiting ad designer from local newspaper or business 3. lettering and calligraphy books 	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> -Draftsmanship -Originality and evolution of idea -Execution of and proper handling of materials -Final presentation – neatness. -Teacher observation and evaluation of the creative process based on each project's criteria: directions, size, material, color and due date -Sketchbook exercise assignments. <p>REMEDIATION:</p> <ul style="list-style-type: none"> -extra time from teacher -home assignments/suggestions -limited criteria for simpler assignments -use of clip art/magazines for logos & graphic images <p>ENRICHMENT:</p> <ul style="list-style-type: none"> -create banners for school events. -file of logos cut from ads -logo design using monogram -limited color palette -packaging design for specific object or with specific material
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COURSE: ART	GRADE(S): 6
UNIT: THE ELEMENTS OF DESIGN	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 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 cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

<p>STATE STANDARDS:</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>UNIT OBJECTIVES:</p> <p>Line: identify contour lines, hatching and cross-hatching, gesture lines, implied lines and expressive lines.</p> <p>Shape: geometric, positive, organic, negative, abstract and non objective</p> <p>Form: geometric, organic, natural, realistic, abstract and nonobjective forms</p> <p>Color: Primary, Secondary, warm, cool, neutral, color value, hue and intensity</p> <p>Value: graded, contrast, texture, shadows</p> <p>Space: compositions, balance(symmetry)</p>
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<p>ACTIVITIES:</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>RESOURCES:</p> <ol style="list-style-type: none"> 1. Posters (elements) 2. Color wheels 3. Video – Elements of Design by Crystal Productions 4. Crayola.com & Sanford.com (worksheets) 	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> -Did students use all of the elements? -Were students able to identify each element? -Complete worksheets. -Compare with peers' projects. <p>REMEDIATION:</p> <ul style="list-style-type: none"> -extra time with teacher -individual copies of lessons, worksheets, art prints -shorter, simpler assignments (chunks) tracing and copying where appropriate -single element lessons <p>ENRICHMENT:</p> <ul style="list-style-type: none"> -Paper quilt: discuss traditional patchwork patterns, symmetry and asymmetry. -home assignments/suggestions -library/ computer research for examples/ideas -web sites recommended by teacher -limited elements with limited palette or materials
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COURSE: ART	GRADE(S): 6
UNIT: MODELING AND SCULPTURE: 3 - D DESIGN	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 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 cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

<p>STATE STANDARDS:</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>UNIT OBJECTIVES:</p> <ul style="list-style-type: none"> -Reinforcement of the application of the elements and principles of design while working with a variety of materials. -Understand the concept of spatial relationships. -Recognize and be able to identify artwork from a number of artists and cultures. -Develop skills in handling the tools and materials of 3 - D media. -Comprehend and articulate vocabulary to identify technique and media.
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<p>ACTIVITIES:</p> <ul style="list-style-type: none"> -Students will use a sketchbook as a workbook for related classroom assignments, -Students model clay related to cultural research, e.g., ancient Egypt, Greece, Rome -Students manipulate wire as contour sculpture/mobiles -Students problem-solve balance/counter balance <p>RESOURCES:</p> <ol style="list-style-type: none"> 1. slides, videos, art prints of 3-D work including cultural carvings, architectural sculpture, linear cartoon art 2. visiting sculptors from area colleges, etc. 3. examples of free-standing sculptures in various media 4. Social Studies teacher and curriculum 	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> -Craftsmanship -Execution and proper handling of material -Final presentation and or/neatness -Teacher observation and evaluation of the creative process based on each project's criteria: directions, size, material, color and date the assignment is due. -Sketchbook exercise assignments. -Originality <p>REMEDIATION:</p> <ul style="list-style-type: none"> -extra time from teacher -home assignments/suggestions -simpler symmetry and asymmetry lesson -paper as a medium: straws, pipe cleaners <p>ENRICHMENT:</p> <ul style="list-style-type: none"> -Paper Sculpture -library research and experimentation -use of a new material, e.g., found objects -jewelry design and execution using paper, wire, etc. -architectural relief sculpture (cultural link)
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COURSE: ART	GRADE(S): 6
UNIT: PAINTING	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 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 cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

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<p>ACTIVITIES:</p> <ul style="list-style-type: none"> -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. -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 <p>RESOURCES:</p> <ol style="list-style-type: none"> 1. color wheels 2. art prints, slides, videos of related themes, compositions, colors from various artists 3. visiting artists' demonstrations and examples 4. teacher demonstrations of various techniques 	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> -Draftsmanship -Originality -Proper handling of materials and tools -Final presentation and neatness -Teacher observation/questioning based on knowledge and application of lessons' objectives, understanding of terms, tools, techniques, and completion on time -Sketchbook exercise assignments <p>REMEDICATION:</p> <ul style="list-style-type: none"> -extra time from teacher -more limited project assignment -break project into many small steps -home assignments -clear visuals at hand for reference <p>ENRICHMENT:</p> <ul style="list-style-type: none"> -students will make a painting about their interests: sports, hobbies, etc. -limited color palette with Expressionism -collage treatment from Cubism period -value study with full or limited palette/various subjects -colored portrait: Fauve-style showing depth
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COURSE: ART	GRADE(S): 6
UNIT: PRINCIPLES OF DESIGN	

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

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 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 cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

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