

Grade 6 Arts

Units of Study

Music:	The Language of Music	Duration: One Trimester
<ul style="list-style-type: none">● Concepts: Communication, Audience, Structure● Subject Specific Skills: Play and compose music exploring communication for different purposes.● Learning Experiences: Students play individually and in groups on xylophone and ukulele, sing as a class, learn music notation and about music structure.		

Drama:	Ensemble and Devising	Duration: One Trimester
<ul style="list-style-type: none">● Concepts: Identity, Communication, Expression, Audience● Subject Specific Skills: Creating a piece of theatre using a variety of Drama techniques; performance skills, vocal and physical expression● Learning Experiences: Students play educational games to build ensemble, creating scenes and using feedback to improve them, presenting a piece of theatre to an audience of peers		

Visual Art:	Building Blocks of Art	Duration: One Trimester
<ul style="list-style-type: none">● Concepts: Communication, Expression● Subject Specific Skills: Drawing and painting using a range of media.● Learning Experiences: Students will sketch, draw, tint and shade, paint and critique art.		

Grade 6 Drama

Ensemble and Devising

Duration: One Trimester

LEARNING EXPERIENCES: Students will learn about the importance and power of building a strong ensemble (team) through ensemble games, discussions and creative activities. They will also learn specific Drama techniques and practice performance skills through a process of creating, refining and rehearsing and presenting scenes to each other. The unit culminates in a piece of theatre on the theme of friendship that students create collaboratively and present to an audience of peers.

CONCEPTS: IDENTITY / communication / expression / audience

STATEMENT OF INQUIRY: Artists in an ensemble have an identity both as individuals and as members of a group that can be enriched through the purposeful expression and communication of ideas (to an audience).

INQUIRY QUESTIONS:	
Factual:	What is an “ensemble”? What are the techniques we use in theatre to communicate with the audience?
Conceptual:	How do you build a strong and productive ensemble? How are relationships important in theatre?
Debatable:	What do we do when our individual needs or wants conflict with those of the group?

OBJECTIVES AND ASSESSMENT CRITERIA:	
A: Knowledge and Understanding	Knowledge and understanding of the arts includes concepts, processes and vocabulary. Students show an appreciation of the contexts in which art is created and performed, and use what they have learned as the basis for their own art.
B: Developing Skills	Students demonstrate the acquisition and development of the skills and techniques of the art form studied and demonstrate the application of skills and techniques to create, perform and/or present art.
C: Thinking Creatively	Students explain the intention behind their art work and demonstrate their ability to think creatively by considering alternatives, perspectives, and imaginative solutions. They engage in exploration and a process of developing their piece, according to their intentions, to a final artwork.
D: Responding	Students show that they are able to make connections between their art and the world around them, as well as apply what they have learned to new situations. They also demonstrate their ability to critique their own art work and that of others.

ATLs:	<p>Communication / Communication skills (embedded in the unit / creative process): Give and receive meaningful feedback ; Interpret and use effectively modes of non verbal communication</p> <p>Social / Collaboration skills (Ensemble building): Help others to succeed ; Listen actively to other perspectives and ideas ; Encourage others to contribute</p>
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RESOURCES / LITERATURE OPTIONS:

- David Farmer: 101 Games for Drama

SUMMATIVE ASSESSMENT TASKS:

1. Students will rehearse and perform a piece of devised theatre to communicate their ideas about friendship to an audience of peers. In creating the piece, students will incorporate the techniques and conventions explored in class and will apply the skills of rehearsing and performing.
2. Process journal entries and recordings throughout the unit will form part of the completed project.

Grade 6 Music

The Language of Music

Duration: One Trimester

LEARNING EXPERIENCES: Through performing with the whole class students will experience how it is different to performing in a small group or by themselves. Students will communicate different ideas and express a variety of feelings for each performance. Through practicing the use of music notation students will be able to improve their performance skills and show strong knowledge about the subject. Students will write some short pieces of music to practice their music skills and to develop their creativity. In their process journal they will record videos and make plans for their performances and compositions. Their videos will show how their ideas change as their skills develop. They will also record their ideas and show that they are thinking creatively.

KEY CONCEPT:	COMMUNICATION
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STATEMENT OF INQUIRY:	Artists consider audience and purpose when making creative choices.
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INQUIRY QUESTIONS:

Factual:	What are the elements of music? What is the purpose of a specific piece of music?
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Conceptual:	How do we use music to communicate literal and abstract ideas? Do we communicate differently when we perform for different audiences?
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Debatable:	Does communicating an idea or expressing a feeling make the music more interesting?
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OBJECTIVES AND ASSESSMENT CRITERIA:

A: Knowing & Understanding	Students demonstrate knowledge and understanding of the arts, including concepts, processes and vocabulary. They show an appreciation of the contexts in which art is created and performed, and use what they have learned as the basis for their own art.
B: Developing Skills	Students demonstrate the acquisition and development of the skills and techniques of the art form studied and demonstrate the application of skills and techniques to create, perform and/or present art.
C: Thinking Creatively	Students show that they can explain the intention behind their art work. They demonstrate their ability to think / explore creatively by considering alternatives, different perspectives, and imaginative solutions. They engage in exploration and a process of developing their piece, according to their intentions, to a final artwork.
D: Responding	Students show that they are able to make connections between their art and the world around them, as well as apply what they have learned to new situations. They also demonstrate their ability to critique their own art work and that of others.

ATLs:	Communication Skills Reflection Skills Creative Thinking Skills
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RESOURCES / LITERATURE OPTIONS:

- Ukulele method books
- Orff book selections

SUMMATIVE ASSESSMENT TASKS:

1. Group and solo performances
2. Create pieces of music on percussion instruments
3. Journal work evidencing process and progress

Grade 6 Visual Arts

The Building blocks of Art

Duration: One Trimester

LEARNING EXPERIENCES: In this unit, students will learn how to use descriptive language to identify the five elements of art (line, color, shape, texture, and space) in selected artworks. They will also apply these elements in their artworks, describe the artwork and explain the relationship of the elements to the story the artwork tells. They will also use historical information and their knowledge of the elements to interpret and analyze art.

KEY CONCEPT:	COMMUNICATION/Expression/Identities and relationships
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STATEMENT OF INQUIRY:	The knowledge of the elements and principles of art helps us to improve our ability to express ourselves.
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INQUIRY QUESTIONS:	
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Factual:	What are the elements of Art?
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Conceptual:	How can the elements be applied to Art?
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Debatable:	What is considered Art?
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OBJECTIVES AND ASSESSMENT CRITERIA:	
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A: Knowing and Understanding	Students demonstrate knowledge and understanding of the arts, including concepts, processes and vocabulary. They show an appreciation of the contexts in which art is created and performed, and use what they learn as the basis for their own art.
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B: Developing Skills	Students demonstrate the acquisition and development of the skills and techniques of the art form studied and demonstrate the application of skills and techniques to create, perform and/or present art.
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C: Thinking Creatively	Students show that they can explain the intention behind their artwork. They demonstrate their ability to think / explore creatively by considering alternatives, different perspectives, and imaginative solutions. They engage in exploration and a process of developing their piece, according to their intentions, to a final artwork.
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D: Responding	Students show that they are able to make connections between their art and the world around them, as well as apply what they have learned to new situations. They also demonstrate their ability to critique their own art work and that of others.
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ATLs:	Communication Social
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RESOURCES / LITERATURE OPTIONS:

- Illustrated Elements of Art and Principles of Design
- The elements of art [word bank](#)
- The principles of art [word bank](#)

SUMMATIVE ASSESSMENT TASKS:

Students will create artworks using the elements of art and guided by the principles of art.

Process journal entries throughout the unit will be used to document their development of ideas, skills, techniques and process.