

GRADE 6 ART

Description:

The sixth grade art program transitions students from their elementary art program to an expanded curriculum in which they will become more technically proficient in multiple mediums. Students work on unit projects throughout a sustained period of time persevering through challenges thus being taught how to experiment and grow from their experiences.

All students in sixth grade art are introduced to a wide variety of skills, mediums, and processes working two-dimensionally and three-dimensionally. Throughout the course, the students will be exposed to drawing techniques in which they will learn to see accurately and directly, breaking away from relying only on their visual memory. Students will also explore varied possibilities in design and three-dimensional form to round out their course of study.

COURSE OVERVIEW

Course Goals

Students will be able to:

- Recognize in an artists' work how value is used
- Understand the application of the value scale
- Understand how visual texture can create a graphic image
- Recognize how the selection and application of various techniques using the elements of art can convey a strong compositional arrangement
- Recognize the difference between a 2D and 3D form
- Understand where 3D forms occur in their environment
- Recognize that a 3D form can be translated into a 2D rendering

Artistic Processes

- Create
- Present
- Respond
- Connect

Anchor Standards

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #3. Refine and complete artistic work.

Anchor Standard #4. Select, analyze and interpret artistic work for presentation.

Course Skill Objectives

Students will:

- Shade using value.
- Apply values to a value scale.
- Demonstrate three-dimensionality on a two-dimensional surface.
- Use the computer/Chromebooks to research reference materials.
- Create still life drawings/paintings from observation &/or references
- Create a planned graphic image using the Elements of Art.
- execute a design using quality craftsmanship
- Translate a 2-Dimensional drawing into a 3-Dimensional form.
- Create a form using varied joining techniques

<ul style="list-style-type: none"> • Visualize how value can be used on a 2D surface to define a 3D form • Interpret what happens to form in space • Recognize that all 3D forms are composed of geometric and/or organic shapes 	<p>Anchor Standard #5. Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard #6. Convey meaning through the presentation of artistic work</p> <p>Anchor Standard #7. Perceive and analyze artistic work.</p> <p>Anchor Standard #8. Interpret intent and meaning in artistic work.</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	
<p><u>Units</u></p> <p>Unit 1 - Drawing</p> <p>Unit 2 - Design</p> <p>Unit 3 - Three-Dimensional Form</p>	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do artists work? • How do artists and designers determine whether a particular direction in their work is effective? • How do artists and designers learn from trial and error? • What role does persistence play in revising, refining, and developing work? • How do artists grow and become accomplished in art forms? 	<p><u>Assessments</u></p> <p>Students will complete a summative assessment for each content topic:</p> <ol style="list-style-type: none"> 1. Drawing 2. Design 3. Three-Dimensional Form <p><u>Sample Performance Assessments</u> (See Attached Files)</p>

	<ul style="list-style-type: none">• How does collaboratively reflecting on a work help us experience it more completely?• What methods and processes are considered when preparing artwork for presentation and preservation?• How does refining artwork affect its meaning to the viewer?• What criteria are considered when selecting work for presentation, a portfolio, or a collection?• What conditions, attitudes, and behaviors support creativity and innovative thinking?• What factors prevent or encourage people to take creative risks?• How does collaboration expand the creative process?• How does one determine criteria to evaluate a work of art?• How and why might criteria vary?• How is a personal preference different from an evaluation?	
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Pacing Guide		
1 Marking Period		10 Weeks
Unit 1 Drawing 2 weeks	Unit 2 Design 3 weeks	Unit 3 3-Dimensional Form 4 weeks

Unit 1 – Drawing

Unit Objectives

Students will be able to:

- Recognize in an artist’s work how value is used.
- Understand the application of the value scale
- Recognize that a 3-Dimensional form can be translated into a 2-Dimensional rendering
- Visualize how value can be used on a 2-Dimensional surface to define a 3-Dimensional Form
- Interpret what happens to form in space
- Recognize that all 3-Dimensional forms are composed of geometric and/or organic/irregular shapes

Skill Objectives

Students will:

- Shade using value
- Apply values to a value scale
- Demonstrate three-dimensionality on a two-dimensional surface
- Use the computer to research reference materials

Essential Questions

- Where is value observed and created?
- How do you draw through observation?

Focus Questions

- Why do we use value?
- How can value be applied?
- What is a value scale?
- How does line emerge as an image?
- What is foreground, middle ground, and background in drawing?
- How do you translate a 3-Dimensional form onto a 2-Dimensional surface?
- How do you use value to create the illusion of a 3-Dimensional form?

<p>Creating Anchor Standard 2: Organize and develop artistic ideas and work Anchor Standard 3: Refine and complete artistic work.</p>	<p>Presenting Anchor Standard 5: Develop and refine artistic techniques and work for presentation</p>	<p>Responding Anchor Standard 7: Perceive and analyze artistic work.</p>	<p>Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experiences to art.</p>
<p><u>Enduring Understandings</u> 2) Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals. 3) Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p><u>Essential Questions</u> 2) How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? 3) What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a</p>	<p><u>Enduring Understandings</u> Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p><u>Essential Questions</u> What methods and processes are considered when preparing artwork for presentation and preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p><u>Process Components</u> Analyze, Select, Share Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs</p>	<p><u>Enduring Understandings</u> Visual Imagery influences understanding of and responses to the world.</p> <p><u>Essential Questions</u> What is an image? Where and how do we encounter images in our world? How do images influence our views on the world?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions</p>	<p><u>Enduring Understandings:</u> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><u>Essential Questions</u> How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives of their communities through art-making?</p> <p><u>Process Components</u> Synthesize, Relate Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.</p>

<p>work help us experience it more completely?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p> <p>Reflect on whether personal artwork conveys the intended meaning and revise accordingly</p>	<p>of the viewer, and the layout of the exhibit.</p>		
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<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> ● Value scales ● Value designs using color ● Drawings using value ● Still life drawings from observation ● Grid drawings ● Plein aire drawings ● Object drawings ● Sketches for sculptures 	<ul style="list-style-type: none"> ● Oral or Written presentations ● Craftsmanship refinement based on peer/teacher feedback 	<ul style="list-style-type: none"> ● Class or Group critiques ● Written responses based on class objectives 	<ul style="list-style-type: none"> ● Personal photos used for art-making ● family stories/history used in art-making ● public art piece for school or community space

Unit 2 – Design

Unit Objectives

Students will be able to:

- Understand how visual texture can create a graphic image.
- Recognize how the selection and application of various techniques, using the Elements of Design, can convey a strong compositional arrangement.

Skill Objectives

Students will:

- Create a planned graphic image using the Elements of Design
- Execute a design using quality craftsmanship

Essential Question

- How do we use design in our lives?

Focus Questions

- What is positive and negative space?
- What are the Elements of Design?

<p>Creating Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p>	<p>Presenting Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p>	<p>Responding Anchor Standard 9: Generate and conceptualize artistic ideas and work.</p>	<p>Connecting Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>
<p><u>Enduring Understandings</u> Creativity and innovative thinking are essential life skills that can be developed.</p> <p><u>Essential Questions</u> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p><u>Process Components</u> Investigate/Plan/Make Combine concepts collaboratively to generate innovative ideas for creating art.</p>	<p><u>Enduring Understandings</u> Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p><u>Essential Questions</u> What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p><u>Process Components</u> Analyze, Select, Share Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.</p>	<p><u>Enduring Understandings</u> People evaluate art based on various criteria.</p> <p><u>Essential Questions</u> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret Compare and explain the difference between an evaluation of an artwork based on personal criteria and an artwork based on a set of established criteria.</p>	<p><u>Enduring Understandings</u> People develop ideas and understandings of society, culture, and history through their interactions, with and analysis of art.</p> <p><u>Essential Questions</u> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p> <p><u>Process Components</u> Synthesize, Relate Analyze how art reflects changing times, traditions, resources, and cultural uses.</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> ● Printmaking ● Drawing ● Painting ● Graphics 	<ul style="list-style-type: none"> ● Develop a plan with peers for displaying quality work ● Review artwork with teacher/peers for refinement purposes. Refine artwork based on feedback provided. 	<ul style="list-style-type: none"> ● Student oral presentations ● Written Assessments ● Peer to peer critiques 	<ul style="list-style-type: none"> ● Research cultural arts for use in designs utilizing classroom technology/Chromebooks. ● Create various designs based on cultures &/or traditions.

Unit 3 – Three-Dimensional Unit

Unit Objectives

Students will be able to:

- Recognize the difference between a 2-Dimensional and 3-Dimensional form.
- Understand where 3-Dimensional forms occur in their environment.

Skill Objectives

Students will:

- Translate a 2-Dimensional drawing onto a 3-Dimensional Form
- Create a form using various joining techniques.

Essential Question

- What is 3-Dimensional form?

Focus Questions

- What is the difference between shape and form?
- What is the difference between additive and subtractive form building?
How do you create physical texture?

<p>Creating Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p>	<p>Presenting Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>	<p>Responding Anchor Standard 9: Apply criteria to evaluate artistic work.</p>	<p>Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p>
<p><u>Enduring Understandings</u> Creativity and innovative thinking are essential life skills that can be developed.</p> <p><u>Essential Questions</u> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p><u>Process Components</u> Investigate/Plan/Make Combine concepts collaboratively to generate innovative ideas for creating art.</p>	<p><u>Enduring Understandings</u> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <p><u>Essential Questions</u> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for presentation or preservation? Why do people value objects, artifacts, and artworks and select them for presentation?</p> <p><u>Process Components</u> Analyze, Select, Share Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.</p>	<p><u>Enduring Understandings</u> People evaluate art based on various criteria.</p> <p><u>Essential Questions</u> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret Compare and explain the difference between an evaluation of an artwork based on personal criteria and an artwork based on a set of established criteria.</p>	<p><u>Enduring Understandings</u> Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experience.</p> <p><u>Essential Questions</u> How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives of their communities through art-making?</p> <p><u>Process Components</u> Synthesize, Relate Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> ● Clay Forms ● Paper Mache Sculptures ● Found Object Construction ● Wire Sculptures 	<ul style="list-style-type: none"> ● Group critique of final art pieces. ● Class display of group art curated by students. 	<ul style="list-style-type: none"> ● Individual and class critiques ● Written Responses 	<ul style="list-style-type: none"> ● Themed based forms relating to personal interests. ● Journal responses reflecting ideas and meaning of personalized art.