6th Grade Art Curriculum

Course Description: A nine-week exploratory class designed to give students a well-rounded sample of art and design. Emphasis of the course is placed on both 2-D and 3-D work as well as career opportunities in the design field.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
2 ½ Weeks	Perspective	Topic 1: How to use tools and draw a box. Topic 2: Apply drawing a box to create depth and the illusion of 3-dimensional space.
1 Week	Grid Drawing	Topic 1: Identify and draw simple parts of complex whole Topic 2: Include texture (implied or actual) to shape. Topic 3: Arrange shapes to break up and balance space
1 Week	Tutorial	Topic 1: Empowered Learning - Self guided learning from a tutorial video.
1 Week	Value Sphere	Topic 1: Identify light and dark (not color).
3 Days	Clay	Topic 1: How to create a pinch pot (form) Functional art.
2 ½ Weeks	Graphic Design	Topic 1: Introduce Graphic Design Topic 2: Color Scheme - Perception of Color

Curriculum Revision Tracking

<u>Fall, 2019</u>
- Updated to new Missouri Learning Standards for Fine Arts

<u>Fall 2018</u>
- Pacing revised to account for 45 days of instruction rather than 34
- ISTE Standards updated to reflect revised standards
- Unit 1
  - Updated Engaging Scenario
- Unit 2
  - Unit title changed from "Deconstruction" to "Grid Drawing"
  - Standards, essential questions, and vocabulary updated to match new unit focus
  - Updated Engaging Scenario
- Unit added - Unit 3: Tutorial
- Unit 4
  - Updated Engaging Scenario

Unit 1: Perspective

Subject: Art
Grade: 6th Grade
Name of Unit: Perspective
Length of Unit: 2 ½ weeks
Overview of Unit: Students use tools and a vanishing point to draw a realistic indoor or outdoor environment. Drawings illustrate knowledge of depth and proportion.

Priority Standards for unit:
- VA: Cr1B.6: Formulate an artistic investigation of personally relevant content for creating art.
- VA:Cr3A.6: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
- VA:Cr2A.6: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- VA:Re9A.6: Develop and apply relevant criteria to evaluate a work of art.

Supporting Standards for unit:
- VA:Re8A.6: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
an artistic investigation of personally relevant content for creating art	Formulate	Analyze	3
whether personal artwork conveys the intended meaning and revise accordingly	Reflect	Analyze	3
Openness in trying new ideas, materials, methods, and approaches in making works of art and design	Demonstrate	Apply	2
Relevant criteria to evaluate a work of art	Develop	Create	3

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Relevant criteria to evaluate a work of art	Apply	Apply	3

Essential Questions:
1. How do you create a 3-Dimensional Space on a 2-Dimensional surface?
2. How does foreground, middle ground and background impact perspective?
3. Why are proportions important when creating a perspective drawing?

Enduring Understanding/Big Ideas:
1. Use a vanishing point to add dimension to 2-Dimensional shapes.
2. Positioning objects close and far adds depth and enhances the illusion.
3. Objects within the drawing need to work together and look like they belong together; proportions aid tying the drawing together.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Perspective	Foreground Middle ground Background Horizon Line Vanishing Point

Resources for Vocabulary Development: Building Academic Vocabulary document and test.

Topic 1: How to Use Tools and Draw a Box

Engaging Experience 1

Title: Draw a Box

Suggested Length of Time: 40 minutes

Standards Addressed

> *Priority*:
> - VA:Cr2A.6: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
> - VA:Cr2A.6: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

Detailed Description/Instructions: Teacher demonstrates the basics of drawing a box using a vanishing point and using the perspective tools correctly.

Bloom's Levels: Remember and Apply

Webb's DOK: 1, 2

Topic 2: Apply Drawing a Box to Create Depth and Illusion of 3-Dimensional Space

<u>Engaging Experience 1</u>

Title: Draw 3-Dimensional Letters

Suggested Length of Time: 40 minutes

Standards Addressed

Priority:

- VA: Cr1B.6: Formulate an artistic investigation of personally relevant content for creating art.
- VA:Cr3A.6: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
- VA:Cr2A.6: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- VA:Re9A.6: Develop and apply relevant criteria to evaluate a work of art.

Supporting:

- VA:Re8A.6: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

Detailed Description/Instructions: Students are given the chance to apply the skills of how to draw a box and take it a step further with more complex shapes - letters.

Bloom's Levels: Apply, Create

Webb's DOK: 2

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Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Almost anything could be applied to perspective drawing as long as there is a vanishing point. Letters, numbers, realistic indoor or outdoor scenes, optical illusions etc.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
How to Use Tools and Draw a Box	Draw a Box	Teacher demonstrates the basics of drawing a box using a vanishing point and using the perspective tools correctly.	40 minutes
Apply Drawing a Box to Create Depth and Illusion of 3-Dimensional Space	Draw 3-Dimensional Letters	Students are given the chance to apply the skills of how to draw a box and take it a step further with more complex shapes - letters.	40 minutes

Unit 2: Grid Drawing

Subject: Art
Grade: 6th Grade
Name of Unit: Grid Drawing
Length of Unit: 1 Week
Overview of Unit: This unit is about perception. Getting students to look past a common object and its function and explore its' shapes and textures.

Priority Standards for unit:
- VA: Cr1B.6: Formulate an artistic investigation of personally relevant content for creating art.
- VA:Cr3A.6: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
- VA:Cr2A.6: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- VA:Re9A.6: Develop and apply relevant criteria to evaluate a work of art.

Supporting Standards for unit:
- VA:Re8A.6: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
an artistic investigation of personally relevant content for creating art	Formulate	Analyze	3
whether personal artwork conveys the intended meaning and revise accordingly	Reflect	Analyze	3
Openness in trying new ideas, materials, methods, and approaches in making works of art and design	Demonstrate	Apply	2
Relevant criteria to evaluate a work of art	Develop	Create	3

Relevant criteria to evaluate a work of art	Apply	Apply	3

Essential Questions:
1. How do you draw complex shapes?
2. How does breaking down and complex image make it easier?

Enduring Understanding/Big Ideas:
1. You can see texture and to designer's texture on functional products is important to the consumer.
2. Complex shapes can be broken down into basic shapes. Identifying basic shapes within a complex shape will all you to break it down and make it manageable.
3. Deconstructing the object allows you to explore and discover its interesting parts and shapes.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Positive Space Negative Space

Resources for Vocabulary Development: Building Academic Vocabulary document and test.

Topic 1: Identify and Draw Simple Parts of a Complex Whole

Engaging Experience 1

Title: Draw Basic Shapes and Parts of a Complex Object.

Suggested Length of Time: 80 minutes

Standards Addressed

Priority:

- VA: Cr1B.6: Formulate an artistic investigation of personally relevant content for creating art.
- VA:Cr3A.6: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
- VA:Cr2A.6: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- VA:Re9A.6: Develop and apply relevant criteria to evaluate a work of art.

Supporting:

- VA:Re8A.6: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

Detailed Description/Instructions: Students research online to find parts of an object or physically disassemble object if possible and practice drawing its parts.

Bloom's Levels: Create

Webb's DOK: 1

Topic 2: Arrange Shapes to Break Up and Balance Space

Engaging Experience 1
Title: Organize the Space
Suggested Length of Time: 20 minutes
Standards Addressed
    Priority:

- VA: Cr1B.6: Formulate an artistic investigation of personally relevant content for creating art.
- VA:Cr3A.6: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
- VA:Cr2A.6: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- VA:Re9A.6: Develop and apply relevant criteria to evaluate a work of art.

    Supporting:

- VA:Re8A.6: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

Detailed Description/Instructions: Students arrange parts of objects on their paper to break up space into positive and negative spaces.
Bloom's Levels: Create
Webb's DOK: 1

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Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will break down a complex image into more manageable parts using a grid. Focusing on smaller parts that make up the greater whole is a drawing strategy that teaches how to see and builds confidence.

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Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Identify and Draw Simple Parts of a Complex Whole	Draw Basic Shapes and Parts of a Complex Object	Students research online to find parts of an object or physically disassemble object if possible and practice drawing its parts.	80 minutes
Arrange Shapes to Break Up and Balance Space	Organize the Space	Students arrange parts of objects on their paper to break up space into positive and negative spaces.	20 minutes

Unit 3: Tutorial

Subject: Art
Grade: 6th Grade
Name of Unit: Tutorial
Length of Unit: 1 Week
Overview of Unit: Find an online tutorial that teaches "how to draw" or teaches a technique of the student's choice.

Priority Standards for unit:
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- VA: Cr1B.6: Formulate an artistic investigation of personally relevant content for creating art.
- VA:Cr3A.6: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
- VA:Cr2A.6: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- VA:Re9A.6: Develop and apply relevant criteria to evaluate a work of art.

Supporting Standards for unit:
- VA:Re7B.6: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.
- VA:Re8A.6: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences	Leverage	Apply	2
an artistic investigation of personally relevant content for creating art	Formulate	Analyze	3
whether personal artwork conveys the intended meaning and revise accordingly	Reflect	Analyze	3

Openness in trying new ideas, materials, methods, and approaches in making works of art and design	Demonstrate	Apply	2
Relevant criteria to evaluate a work of art	Develop	Create	3
Relevant criteria to evaluate a work of art	Apply	Apply	3

Essential Questions:
1. When a teacher isn't around, can learning take place?
2. How can technology benefit learning?

Enduring Understanding/Big Ideas:
1. Learning can happen anywhere and anytime with technology.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Value
	Shade
	Tint
	Creative process

Topic 1: Empowered Learner

<u>Engaging Experience 1</u>
Title: Empowered Learner
Suggested Length of Time: 40 minutes
Standards Addressed

 Priority:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- VA: Cr1B.6: Formulate an artistic investigation of personally relevant content for creating art.
- VA:Cr3A.6: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
- VA:Cr2A.6: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- VA:Re9A.6: Develop and apply relevant criteria to evaluate a work of art.

 Supporting:

- VA:Re7B.6: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.
- VA:Re8A.6: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

Detailed Description/Instructions: Teacher demonstrates how to choose a quality instructional video. Highlighting time, materials, show vs. teach.
Bloom's Levels: Remember and Apply
Webb's DOK: 1, 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students choose an instructional tutorial to guide their own learning. Techniques, materials, subject are all considered as students will follow the video (with license to make changes where appropriate) to guide their own learning and satisfy their own interests and needs.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Empowered Learning	Tutorial Drawing	Students guide their own learning through choosing an instructional video that will guide them through the project.	40 minutes

Unit 4: Value Sphere

Subject: Art
Grade: 6th Grade
Name of Unit: Value Sphere
Length of Unit: 1 Week
Overview of Unit: Identifying highlights (light) and shadows (dark) adds realism to artworks and adds the dimension of depth to 2-Dimensional artworks. Students add value to a circle to make it look like a sphere.

Priority Standards for unit:
- VA:Re9A.6: Develop and apply relevant criteria to evaluate a work of art
- VA:Cr3A.6: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.

Supporting Standards for unit:
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
whether personal artwork conveys the intended meaning and revise accordingly	Reflect	Analyze	3
Relevant criteria to evaluate a work of art	Develop	Create	3
Relevant criteria to evaluate a work of art	Apply	Apply	3

Essential Questions:
3. How does value make an artwork more realistic?
4. How do you apply value?
5. How are shades and tints used when adding value?

Enduring Understanding/Big Ideas:
2. Value helps create the illusion of form in an artwork and helps make 3-Dimensional objects look real.
3. Value can be applied using multiple mediums. Pushing hard or light on a pencil or mixing shades and tints within mediums.

4. Value can be added to color by mixing black to make a shade or by mixing white to make a tint.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Value Shade Tint

Resources for Vocabulary Development: Building Academic Vocabulary document and test.

Topic 1: Identify Light and Dark (Not Color)

Engaging Experience 1

Title: Value Sphere

Suggested Length of Time: 40 minutes

Standards Addressed

    Priority:

- VA:Re9A.6: Develop and apply relevant criteria to evaluate a work of art
- VA:Cr3A.6: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.

    Supporting:

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Add value to a circle to give the illusion of a 3-D sphere. Identify the light source, highlights and shadows. Using drawing pencils and blending stumps to apply the full gray scale.

Bloom's Levels: Apply

Webb's DOK: 1

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

An example of drawing value could be to identify highlights and shadows on a sphere.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Identify Light and Dark (Not Color)	Value Sphere	Add value to a circle to give the illusion of a 3-D sphere. Identify the light source, highlights and shadows. Using drawing pencils and blending stumps to apply the full gray scale.	40 minutes

Unit 5: Clay

Subject: Art
Grade: 6th Grade
Name of Unit: Clay
Length of Unit: 3 Days
Overview of Unit: Students will learn the clay process by creating and glazing a functional pinch pot.

Priority Standards for unit:
- VA: Cr1B.6: Formulate an artistic investigation of personally relevant content for creating art.
- VA:Cr3A.6: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
- VA:Cr2A.6: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- VA:Re9A.6: Develop and apply relevant criteria to evaluate a work of art.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
an artistic investigation of personally relevant content for creating art	Formulate	Analyze	3
whether personal artwork conveys the intended meaning and revise accordingly	Reflect	Analyze	3
Openness in trying new ideas, materials, methods, and approaches in making works of art and design	Demonstrate	Apply	2
Relevant criteria to evaluate a work of art	Develop	Create	3
Relevant criteria to evaluate a work of art	Apply	Apply	3

Essential Questions:
1. How can art have a function?
2. Why is understanding the clay process important?
3. How does 3-D art differ from 2-D?

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Enduring Understanding/Big Ideas:
1. The tools and objects that we rely on everyday were designed by artists/designers. Form follows function.
2. It is important to know the process so you can plan and account for all the steps along the way to ensure a successful piece.
3. The physical space that the piece occupies is the main difference. Being able to view from multiple angles adds another element for the artist to consider.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Score Slip Form

Resources for Vocabulary Development: Building Academic Vocabulary document and test.

Topic 1: How to Create a Pinch Pot (Form)

Engaging Experience 1

Title: Introduction to Clay and Demonstration Video

Suggested Length of Time: 40 minutes

Standards Addressed

Priority:

- VA: Cr1B.6: Formulate an artistic investigation of personally relevant content for creating art.
- VA:Cr3A.6: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
- VA:Cr2A.6: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- VA:Re9A.6: Develop and apply relevant criteria to evaluate a work of art.

Detailed Description/Instructions: Students are shown a "how to" video on how to make a pinch pot. Teacher and students have a conversation about functional artwork as well as the clay process from wet clay - bone dry clay - bisque ware - and glaze ware.

Bloom's Levels: Create, Apply

Webb's DOK: 1

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students create a functional clay piece that follows the clay process through building a pinch pot.

The steps of the clay process are:
- Build piece from wet clay
- Piece air dries and then is fired in the kiln making it a bisque ware
- Piece is glazed - sealing its porous texture and adding color
- Piece is fired again

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
How to Create a Pinch Pot (Form)	Introduction to Clay and Demonstration Video	Students are shown a "how to" video on how to make a pinch pot. Teacher and students have a conversation about functional artwork as well as the clay process from wet clay - bone dry clay - bisque ware - and glaze ware.	40 minutes

Unit 6: Graphic Design

Subject: Art
Grade: 6th Grade
Name of Unit: Graphic Design
Length of Unit: 2 ½ Weeks
Overview of Unit: Students are the graphic designer for a fictional organization. The make logos and titles to show the identity of the organization.

Priority Standards for unit:
- VA: Cr1B.6: Formulate an artistic investigation of personally relevant content for creating art.
- VA:Cr3A.6: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
- VA:Cr2A.6: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- VA:Re9A.6: Develop and apply relevant criteria to evaluate a work of art.

Supporting Standards for unit:
- VA:Re7B.6: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.
- VA:Re8A.6: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.
- VA: Cr1A.6: Combine concepts collaboratively to generate innovative ideas for creating art.
- VA: Cn10A.6: Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

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Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
an artistic investigation of personally relevant content for creating art	Formulate	Analyze	3
whether personal artwork conveys the intended meaning and revise accordingly	Reflect	Analyze	3
Openness in trying new ideas, materials, methods, and approaches in making works of art and design	Demonstrate	Apply	2
Relevant criteria to evaluate a work of art	Develop	Create	3
Relevant criteria to evaluate a work of art	Apply	Apply	3

Essential Questions:
1. How do graphic designers contribute to the success of a business?
2. Why are logos important?
3. Why does a company need an identity?

Enduring Understanding/Big Ideas:
1. Graphic designers give an identity to an organization. They create visual images that communicate to the consumer the overall mission of the organization.
2. Logos represent the face of the organization or business. Gives the consumer something to recognize.
3. Similar organizations are not exactly the same. Graphic Designers will show the consumer the differences between organizations.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Monochromatic
	Analogous
	Triadic
	Complementary
	Shade
	Tint
	Contrast

Resources for Vocabulary Development: Building Academic Vocabulary document and test.

Topic 1: Introduce Graphic Design

Engaging Experience 1
Title: Positive Negative Space Game
Suggested Length of Time: 20 minutes
Standards Addressed

Priority:
- VA: Cr1B.6: Formulate an artistic investigation of personally relevant content for creating art.
- VA:Cr3A.6: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
- VA:Cr2A.6: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- VA:Re9A.6: Develop and apply relevant criteria to evaluate a work of art.

Supporting:
- VA:Re7B.6: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.
- VA:Re8A.6: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

Detailed Description/Instructions: This engaging experience serves as a good introduction to logos. Students try to find the hidden meanings and messages that the designers have placed in logos. Students are shown 12 logos and try to find the hidden imagery. The images are reviewed again and with the hidden imagery revealed and review the qualities of good logos.
Bloom's Levels: Understand
Webb's DOK: 2

Topic 2: Color Schemes - Perception of Color

<u>Engaging Experience 1</u>
Title: Color Perception
Suggested Length of Time: 15 minutes
Standards Addressed

Priority:

- VA: Cr1B.6: Formulate an artistic investigation of personally relevant content for creating art.
- VA:Cr3A.6: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
- VA:Cr2A.6: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- VA:Re9A.6: Develop and apply relevant criteria to evaluate a work of art.

Supporting:

- VA:Re8A.6: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.
- VA: Cr1A.6: Combine concepts collaboratively to generate innovative ideas for creating art.
- VA: Cn10A.6: Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.

Detailed Description/Instructions: The color wheel is a diagram of how color exists scientifically in the world. To introduce the students to the science of the color wheel and get them to buy into the theory of color; conduct an experiment where they stare at a red dot to break down the cells in their eyes so they see the after image of a green dot. After explaining how the cells in the eyes work and showing them that red and green are complementary colors and that the viewer likes to look at complementary color, the students can then apply that knowledge to the other schemes. Students will then be equipped to make color choices based on the situation rather than making a random choice.
Bloom's Levels: Remember, Apply
Webb's DOK: 1, 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students make two logos for the same organization. To simulate a real world experience, it is important to make more than one to please the client and to have a better chance at success.

First logo is based on color. Color scheme and color choice should be based on what fits the concept of the organization and be pleasing to the target audience.

Second logo is based on contrast. Contrast is discussed and examples are shown to stress its' importance in graphic design.

Engaging Scenario: *Optional End of Course Project

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

In an effort to have students connect art to a potential and valid career opportunity and to give students more access to the teacher and the art room/resources; students are assigned an optional career project. They are asked to choose an art related career and complete a project of their choice to show their interest in that field. This is something that they would bring to an interview that would help them get hired.

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Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Introduce Graphic Design	Positive Negative Space Game	This engaging experience serves as a good introduction to logos. Students try to find the hidden meanings and messages that the designers have placed in logos. Students are shown 12 logos and try to find the hidden imagery. The images are reviewed again and with the hidden imagery revealed and review the qualities of good logos.	20 minutes
Color Schemes - Perception of Color	Color Perception	The color wheel is a diagram of how color exists scientifically in the world. To introduce the students to the science of the color wheel and get them to buy into the theory of color; conduct an experiment where they stare at a red dot to break down the cells in their eyes so they see the after image of a green dot. After explaining how the cells in the eyes work and showing them that red and green are complementary colors and that the viewer likes to look at complementary color, the students can then apply that knowledge to the other schemes. Students will then be equipped to make color choices based on the situation rather than making a random choice.	15 minutes

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.