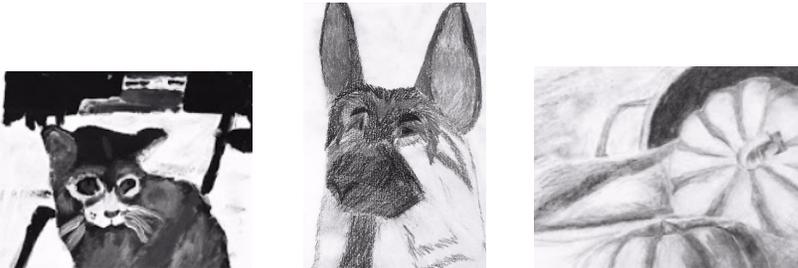
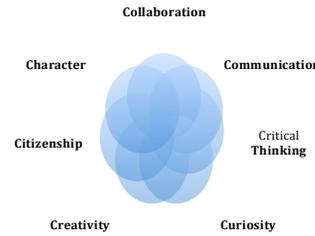


Content Area: Art	Course: Sixth Grade Art	Grade Level: Six
	<p>R14 The Seven Cs of Learning</p> 	
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> • Art through non Western cultures 	<ul style="list-style-type: none"> • On going 	
<ul style="list-style-type: none"> • new perspective on art 	<ul style="list-style-type: none"> • On going 	
<ul style="list-style-type: none"> • Building up your ideas 	<ul style="list-style-type: none"> • On going 	
<ul style="list-style-type: none"> • The Etiquette of Art 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Art History 	<ul style="list-style-type: none"> • Ongoing 	



Strands	Course Level Expectations
Create	<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
Present	<ul style="list-style-type: none"> • Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation • 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. • Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding
Respond	<ul style="list-style-type: none"> • Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. • Visual imagery influences understanding of and responses to the world. • People gain insights into meanings of artworks by engaging in the process of art criticism. • People evaluate art based on various criteria.
Connect	<ul style="list-style-type: none"> • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Unit Title	Art through non Western Cultures	Length of Unit	On going/2 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What does art look like? Why? • What makes a piece of artwork valuable or good? • How is a piece of artwork interpreted and valued? 		
Standards*	Present: Select: VA:Pr4.1.6a Respond: Interpret: VA:Re9.1.6a		
Unit Strands & Concepts	<ul style="list-style-type: none"> • How artwork is valued in other cultures • How artwork can be evaluated across cultures • How to use appropriate techniques when using tools and materials • Color theory and practical application of using color 		
Key Vocabulary	Culture, society, heritage, environment/climate, geography, community, analyze, audience,		

*Standards based on *National Core Arts Standards*

For more information visit: [National Standards for Art](#)

Unit Title	Art through non Western Cultures	Length of Unit	On going
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● secondary and tertiary colors ● non Western artists 	<ul style="list-style-type: none"> ● analyze similarities and differences associated with preserving and presenting two-dimensional, three dimensional, and digital artwork ● develop and apply relevant criteria to evaluate a work of art ● create a piece of artwork that demonstrates an understanding of mixing and blending color ● defend color choices ● evaluate artwork orally and provide feedback to peers ● reference artwork that they have previously seen when giving feedback ● differentiate artwork from various cultures apart from their own ● analyze artwork from non-western cultures using the elements of art ● compare artists work that influence different time periods ● differentiate secondary and tertiary colors

Assessments:	classroom discussion and written assessment of their definitions and research, completed work, graded rubric, self, peer, and teacher critiquing
Teacher Resources:	Teacher generated resources

Unit Title	A New Perspective on Art	Length of Unit	On going
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How is a 2D image different from a 3D image? • What techniques and tools are used to make objects appear 2D or 3D? • Does art need to be beautiful? What makes art beautiful? • What role do the elements of art/principles of design play in creating a piece o artwork? 		
Standards*	<p>Create: Investigate: VA:Cr2.1.6a</p> <p>Present: Select: VA:Pr4.1.IIa</p> <p>Respond: Interpret: VA:Re9.1.6a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Characteristics of 2D vs 3D art • Peer and Teacher Critique of work • Using the artistic references to judge artwork • Design technique for artists 		
Key Vocabulary	Rhythm, Balance, Asymmetrical, Symmetrical, Pattern, Composition, Rule of Three's, Golden Mean, Unity, Point of View		

Unit Title	A New Perspective on Art	Length of Unit	On going
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● composition for a 2D piece ● composition for a 3D piece ● procedure for providing constructive feedback to peers 	<ul style="list-style-type: none"> ● develop and apply relevant criteria evaluate a work of art ● demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design ● analyze similarities and differences associated with preserving and presenting two-dimensional and three-dimensional artwork ● differentiate 2D compositions visually and verbally ● differentiate 3D compositions visually and verbally ● provide constructive feedback based on teacher created criteria using art vocabulary ● plan next steps in own artwork based on personal and peer feedback ● use criticism into improve a piece of artwork

Assessments:	classroom discussion and written assessment of their definitions and research, completed work, graded rubric, self, peer, and teacher critiquing
Teacher Resources:	teacher generated resources

Unit Title	Building UP Your Ideas	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do you prepare to make a 3D piece of artwork? • Is making artwork different in 2D than in 3D? • How do you critique artwork made in 3D? • How is creating a 3D piece different from a 2D piece of artwork? • What references can help build a successful 3D design? 		
Standards*	<p>Create: Investigate- Plan- Make: VA:Cr1.1.6a Investigate: VA:Cr2.1.6a Reflect- Refine- Continue: VA: Cr3.1.6a</p> <p>Present: Select: VA:Pr4.1.IIa</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Planning out a 3D piece of artwork and considering the composition from all angles • Preserving 3D artwork • The necessary tools to create a 3D piece of artwork and how to use them • Building and evolving the understanding of critiquing to include 3D artwork 		
Key Vocabulary	Slip, Slab, Wedge, Pinch, Greenware, Leatherhard, Bone Dry, Earthenware, Coil, Ceramics, Firing, Glaze, Kiln, Bisque, Stoneware, Prism, Sphere, Cube, Rectangular Prism, Pyramid, Cone		

Unit Title	Building UP Your Ideas	Length of Unit	Ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● the process for creating a 3D ● appropriate tools for 3D art 	<ul style="list-style-type: none"> ● combine concepts collaboratively to generate innovative ideas for creating art ● demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design ● reflect on whether personal artwork conveys the intended meaning and revise accordingly ● analyze similarities and differences associated with preserving and presenting 2D and 3D artwork ● plan and preserve a piece of 3D artwork ● explain composition verbally, or in writing ● demonstrate how to use tools for 3D artwork safely ● apply the elements of art to analyze their artwork ● solve creative problems with new materials ● create thumbnails for 3D artwork

Assessments:	classroom discussion and written assessment of their definitions and research, completed work, graded rubric, self, peer, and teacher critiquing
Teacher Resources:	teacher generated resources

Unit Title	The Etiquette of Art		Length of Unit	ongoing
Inquiry Questions (Engaging & Debatable)	<p>How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? 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 work help us experience it more completely? How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p>			
Standards*	<p>Create: Investigate: VA:Cr2.2.1.6a Reflect- Refine- Continue: VA: Cr3.1.6a Present: Select: VA:Pr4.1.1.6a Analyze: VA:PR5.1.6a Share: VA:Pr6.1.6a Respond: Perceive:VA:Re7.2.1.6a Analyze: VA:Re8.1.6a Interpret: VA:Re9.1.6a</p>			
Unit Strands & Concepts	<ul style="list-style-type: none"> • Art Critique (peer, self, and teacher) • Art Show (preparation, set up, striking) • Art Room Etiquette 			
Key Vocabulary	<p>Elements of art, principles of design Four steps of art criticism: description, analysis, interpretation, judgment</p>			

Unit Title	The Etiquette of Art	Length of Unit	ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • art is a vehicle to express emotions, values, attitudes, and ideas • the process of critique 	<ul style="list-style-type: none"> • demonstrate responsibility and care in the use of art facilities, tools, and materials • respond to the formal and sensory qualities in a work of art and define their personal preferences • communicate constructive criticism through peer and self class critiques. • participate in various art exhibits • work independently and respect the work of others • select a body of work that contains the essence of one' creative efforts • maintain a portfolio understanding it is an ongoing process and should become a lifetime commitment • formulate a working visual arts vocabulary • develop critical assessment skills as they relate to the evaluation of their own work and the work of others including the use of correct language and attitude (openness and tolerance) • understand other world cultures as they related to the experience and variety of different art forms • appropriate vocabulary to describe and evaluate their own work and the work of others • evaluate, interpret and make personal statements about works of art

Assessments:	Formative-teacher and peer feedback, exploring medium exercise , Interim-artist files and critiques, Progress/Benchmarks, Summative-rubric and reflection
Teacher Resources:	Teacher generated resources, Artists website - based on medium Former student work

Unit Title	Art History	Length of Unit	ongoing
Inquiry Questions (Engaging & Debatable)	<p>What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence chape deas, beliefs, and experiences? How do objects, artifact, and artworks collected, preserved, or presented, cultivate appreciate and understanding?</p> <p>How does art help us understand the lives of people of different times, place, and cultures? How is art used to impact the view of a society? How does art preserve aspects of life?</p>		
Standards*	<p>Present: Share: VA:Pr6.1.6a</p> <p>Connect: Relate: VA:Cn11.1.6a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Content • Technique • Cultural Concepts • The evolution of art 		
Key Vocabulary	movement, the elements of art and principles of design, critique, appreciation, relevance		

Unit Title	Art History	Length of Unit	ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● art history is the study and appreciation of art and artists within the context of past and present cultures ● artists and the periods in which they worked ● movements and styles ● an understanding of how individual artists work ● art as a basic and universal language ● artists synthesize the ideas of their own and other cultures to create their work ● artists have communicated ideas in different ways 	<ul style="list-style-type: none"> ● incorporate historical reference into studio activities ● recognize common elements in different artists' work that represent a movement ● make connections between their understanding of their heritage, social experience, and environment as it allows them to understand themselves and the similarities and diversities of mankind ● make connections between art and culture ● develop an appreciation for cross-cultural influences in art ● recognize that art and the artist connecting links between cultures ● develop an understanding of how the ideas expressed in a students' work relate to past and present art and culture

Assessments:	Formative-teacher and peer feedback, exploring medium exercise Interim-artist files and critiques, Progress/Benchmarks Summative-rubric and reflection
Teacher Resources:	Teacher generated resources, Artists website - based on medium Former student work