

Groton Public Schools

Curriculum Map

INTRODUCTION

6th Grade Art

BOE approved 9/27/2021

Course Purpose:

Students will be given a basic art curriculum foundation to gain exposure to the visual arts. In sixth-grade art students explore a variety of media as they build their artistic skills, develop fine motor skills, and unlock their creativity. Sixth-grade students will investigate the art elements and principles through the art production process. The course lays the groundwork for more in-depth work and development in the years to come

Major Learning Goals and Understandings:

Student Learning Expectation(s):

Establish self-esteem and self-confidence.

Use a variety of materials to create art.

Describe the benefits of gaining skills in the arts.

Create art by selecting and using elements of art and technical skills to achieve a desired effect.

Increase exposure to art history

Units and Concepts

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

1. Painting

- Color Mixing
- Basic Color Theory

2. Drawing

- One Point Perspective
- Observational Drawing

3. Sculpture

4. Mixed Media

**5. Art History
continuing concept throughout all units**

- Introduce artists from varied cultures and backgrounds as it relates to projects and techniques

**6. Art terms and vocabulary
continuing concept throughout all units**

- Elements of Art
- Project Appropriate vocabulary related to materials and techniques

Mappers/Authors:

Date Approved:

Part 1 - Unit/Theme/Concept			
Painting			
Grade:	Subject:	Course:	Length of Unit:
6	Art	6th Grade Art	2 weeks

Common Core State Standards
Anchor Standard #3. Refine and complete artistic work.
Anchor Standard #9. Apply criteria to evaluate artistic work.
Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
Supporting Standards/MYP
Teacher and student will discuss which standards best suit their needs
Communication
<ul style="list-style-type: none">● Give and receive meaningful feedback
Social
<ul style="list-style-type: none">● Help others to succeed● Take responsibility for one's own actions● Listen actively to other perspectives and ideas
Self Management

- How can students demonstrate organisational skills?
- Plan short and long term assignments; meet deadlines
- Select and use technology effectively and productively
- Practice 'bouncing back' after adversity, mistakes and failures

Research

- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks

Thinking

- Create original works and ideas
- Practice flexible thinking – arguing both sides of an argument

Part 2 – Standards

Painting Standards

The students will know:	The students will be able to:	Bloom's Taxonomy Levels
<p>1. Students will know how to read all parts of the basic color wheel.</p> <p>2. Students will know how to use the color wheel to identify basic color schemes.</p>	<ol style="list-style-type: none"> 1. Use the color wheel to mix secondary and tertiary colors. 2. Identify and define all parts of the basic color wheel 3. Identify and define color schemes <ul style="list-style-type: none"> ● Complementary ● Monochromatic ● Warm and Cool 4. Properly handle and care for paint and supplies. 5. Analyze and evaluate their own work, and the work of others. 	<p>Creating, Evaluating, Analyzing, Applying, Understanding and Remembering</p>

Big Idea and Essential Questions

- **Big Ideas: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks**
- **Essential Questions: 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?**

Part 3 – Common Unit Assessments

Painting Assessment

MYP

- What are my present skills in this area and what evidence do I have of my development?
- What skills can I improve?
- What new skills can I learn?

:

- Novice/ beginning – students are introduced to the skill and can watch others performing it (observation)
- Learner/ developing – students copy others who use the skill and use the skill with scaffolding and guidance (emulation)
- Practitioner/ using – students employ the skill confidently and effectively (demonstration)
- Expert/ sharing – students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)

Formative Assessments

1. Daily process journals
2. Small group activities
3. Creation of images utilizing the elements of art and principles of design.
4. Student and teacher critiques and formative verbal feedback

Summative Assessment

1. Create and present components for a summative portfolio of work.
2. Components for this unit include
 - a. Appropriate color mixing techniques to create secondary and tertiary colors.
 - b. Identification and use of color wheel
 - c. Color schemes: monochromatic, complimentary, warm, and cool.

d. Paint supply care.

Part 4 –

Painting Common Learning Experiences

1. Guided Instruction
2. Portfolio building
3. Oral Critiques
4. Individual Feedback
5. Project Creation

Part 5-

Painting: Teacher Resources

Color Wheel Information

<https://drawpaintacademy.com/color-schemes/>

<https://drawpaintacademy.com/artists-color-wheel/>

Brush Care

<https://theartyteacher.com/how-to-clean-a-paint-brush/>

<https://www.teachkidsart.net/how-to-care-for-your-art-room-brushes/>

General Art Resources

https://www.getty.edu/education/teachers/classroom_resources/index.html

Part 1 - Unit/Theme/Concept

Drawing

Grade: 6	Subject: Art	Course: 6th Grade Art	Length of Unit: 2 weeks
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Common Core State Standards

Anchor Standard #3. Refine and complete artistic work.

Anchor Standard #9. Apply criteria to evaluate artistic work.

Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

Supporting Standards/MYP

Teacher and student will discuss which standards best suit their needs

Communication

- Give and receive meaningful feedback

Social

- Help others to succeed
- Take responsibility for one's own actions
- Listen actively to other perspectives and ideas

Self Management

- How can students demonstrate organisational skills?
- Plan short and long term assignments; meet deadlines
- Select and use technology effectively and productively
- Practice 'bouncing back' after adversity, mistakes and failures

Research

- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks

Thinking

- Create original works and ideas
- Practice flexible thinking – arguing both sides of an argument

Part 2 – Standards		
Drawing Standards		
<p>The students will know:</p> <p>1. Students will understand the element of line the use within works of art.</p> <p>2. Students will know the basic parts of a one point perspective drawing.</p>	<p>The students will be able to:</p> <p>1. Properly use a ruler to measure and draw straight lines.</p> <p>3. Use a ruler to create a 1 point perspective drawing.</p> <p>4. Create multiple observational drawings with a general focus on line. (contour line)</p> <p>5. Analyze and evaluate their own work, and the work of others.</p>	<p>Bloom’s Taxonomy Levels</p> <p>Creating, Evaluating, Analyzing, Applying, Understanding and Remembering</p>

Big Idea and Essential Questions

- **Big Ideas: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.**
- **Essential Questions : How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?**

Part 3 – Common Unit Assessments

Drawing Assessment

MYP

- What are my present skills in this area and what evidence do I have of my development?
- What skills can I improve?
- What new skills can I learn?

:

- Novice/ beginning – students are introduced to the skill and can watch others performing it (observation)
- Learner/ developing – students copy others who use the skill and use the skill with scaffolding and guidance (emulation)
- Practitioner/ using – students employ the skill confidently and effectively (demonstration)
- Expert/ sharing – students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)

Formative Assessments

1. Daily process journals
2. Small group activities
3. Creation of images utilizing the elements of art and principles of design.
4. Student and teacher critiques and formative verbal feedback

Summative Assessment

1. Create and present components for a summative portfolio of work.
2. Components for this unit include
 - a. Ruler skills
 - b. I point perspective
 - c. Observational drawing

Part 4 –

Drawing Common Learning Experiences

1. Guided Instruction
2. Portfolio building
3. Oral Critiques
4. Individual Feedback
5. Project Creation

Part 5-

Drawing: Teacher Resources

One Point Perspective

<https://www.studentartguide.com/articles/one-point-perspective-drawing>

Analyzing paintings through the Elements of Art

https://www.getty.edu/education/teachers/building_lessons/formal_analysis.html

Getty Museum Tips for Teaching

https://www.getty.edu/education/teachers/classroom_resources/tips_tools/index.html

General Art Resources

https://www.getty.edu/education/teachers/classroom_resources/index.html

Part 1 - Unit/Theme/Concept

Sculpture

Grade:	Subject:	Course:	Length of Unit:
6	Art	6th Grade Art	2 weeks

Common Core State Standards

Anchor Standard #3. Refine and complete artistic work.

Anchor Standard #9. Apply criteria to evaluate artistic work.

Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

Supporting Standards/MYP

Teacher and student will discuss which standards best suit their needs

Communication

- Give and receive meaningful feedback

Social

- Help others to succeed
- Take responsibility for one's own actions
- Listen actively to other perspectives and ideas

Self Management

- How can students demonstrate organisational skills?
- Plan short and long term assignments; meet deadlines
- Select and use technology effectively and productively
- Practice 'bouncing back' after adversity, mistakes and failures

Research

- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks

Thinking

- Create original works and ideas
- Practice flexible thinking – arguing both sides of an argument

Part 2 – Standards

Sculpture Standards

The students will know:	The students will be able to:	Bloom's Taxonomy Levels
<ol style="list-style-type: none">1. Students will know the difference between shape and form.2. Students will be aware of the importance of sculpture in art history	<ol style="list-style-type: none">1. Execute a work of art using sculptural techniques and materials.2. Analyze and evaluate their own work, and the work of others.	Creating, Evaluating, Analyzing, Applying, Understanding and Remembering

Big Idea and Essential Questions

- **Big Ideas: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.**
- **Essential Questions: 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?**

Part 3 – Common Unit Assessments

Sculpture Assessment

MYP

- What are my present skills in this area and what evidence do I have of my development?
 - What skills can I improve?
 - What new skills can I learn?
- :
- Novice/ beginning – students are introduced to the skill and can watch others performing it (observation)
 - Learner/ developing – students copy others who use the skill and use the skill with scaffolding and guidance (emulation)
 - Practitioner/ using – students employ the skill confidently and effectively (demonstration)
 - Expert/ sharing – students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)

Formative Assessments

1. Daily process journals
2. Small group activities
3. Creation of images utilizing the elements of art and principles of design.
4. Student and teacher critiques and formative verbal feedback

Summative Assessment

1. Create and present components for a summative portfolio of work.
2. Create a three dimensional work using project appropriate sculptural techniques and presentation.
3. Prepare the final piece for online presentation.**One piece, but not limited to, sculpture, drawing, painting, or mixed media.

Part 4 –

Sculpture Common Learning Experiences

1. Guided Instruction
2. Portfolio building
3. Oral Critiques
4. Individual Feedback
5. Project Creation

Part 5-

Sculpture: Teacher Resources

Ceramic Hand Building Techniques

<https://www.thesprucecrafts.com/basic-hand-building-techniques-2745928>

<http://www.lakesidepottery.com/HTML%20Text/Methods%20of%20Handbuilding.htm>

<https://www.artsy.net/article/artsy-editorial-5-ceramic-techniques-you-need-to-know>

Loading and Firing the Kiln

https://bigceramicstore.com/pages/info-ceramics-tips-tip49_load_fire_kilns_part2#:~:text=THREE%20COMMON%20WAYS,kiln%20when%20it%20reaches%20temperature.

<https://skutt.com/>

General Art Resources

https://www.getty.edu/education/teachers/classroom_resources/index.html

Part 1 - Unit/Theme/Concept

Mixed Media

Grade:	Subject:	Course:	Length of Unit:
6	Art	6th Grade Art	2 weeks

Common Core State Standards

Anchor Standard #3. Refine and complete artistic work.

Anchor Standard #9. Apply criteria to evaluate artistic work.

Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

Supporting Standards/MYP

Teacher and student will discuss which standards best suit their needs

Communication

- Give and receive meaningful feedback

Social

- Help others to succeed
- Take responsibility for one's own actions
- Listen actively to other perspectives and ideas

Self Management

- How can students demonstrate organisational skills?
- Plan short and long term assignments; meet deadlines
- Select and use technology effectively and productively
- Practice 'bouncing back' after adversity, mistakes and failures

Research

- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks

Thinking

- Create original works and ideas
- Practice flexible thinking – arguing both sides of an argument

Part 2 – Standards		
Mixed Media Standards		
The students will know:	The students will be able to:	Bloom’s Taxonomy Levels
<ol style="list-style-type: none"> 1. Students will know the definition of mixed media art. 2. Students will know mixed media artists from various cultures and backgrounds 	<ol style="list-style-type: none"> 1. Students will create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among various forms, materials, techniques, and subject matters. 2. Students will create a unified artwork that uses two or more mediums and techniques 3. Analyze and evaluate their own work, and the work of others. 	<p>Creating, Evaluating, Analyzing, Applying, Understanding and Remembering</p>

Big Idea and Essential Questions

- **Big Ideas: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches**
- **Essential Questions: 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?**

Part 3 – Common Unit Assessments

Mixed Media Assessment

MYP

- What are my present skills in this area and what evidence do I have of my development?
 - What skills can I improve?
 - What new skills can learn?
- :
- Novice/ beginning – students are introduced to the skill and can watch others performing it (observation)
 - Learner/ developing – students copy others who use the skill and use the skill with scaffolding and guidance (emulation)
 - Practitioner/ using – students employ the skill confidently and effectively (demonstration)
 - Expert/ sharing – students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)

Formative Assessments

1. Daily process journals
2. Small group activities
3. Creation of images utilizing the elements of art and principles of design.
4. Student and teacher critiques and formative verbal feedback

Summative Assessment

1. Create and present components for a summative portfolio of work.
2. Create a mixed media artwork using at least two or more media and appropriate techniques.
3. Create an expressive artwork that demonstrates a sense of purpose and understanding of the relationship among various forms, materials, techniques, and subject matters.

Part 4 –

Mixed Media Common Learning Experiences

1. Guided Instruction
2. Portfolio building
3. Oral Critiques
4. Individual Feedback
5. Project Creation

Part 5-

Mixed Media: Teacher Resources

<http://www.mixedmediaart.net/terms-and-definitions>

<https://www.tate.org.uk/art/art-terms/m/mixed-media>

<https://www.format.com/magazine/resources/art/beginners-guide-mixed-media-art>

<https://theartofeducation.edu/2019/01/28/10-mixed-media-artists-to-inspire-you-and-your-students/>

General Art Resources

https://www.getty.edu/education/teachers/classroom_resources/index.html