

# Unit 5: Expressions of Self

## 6<sup>th</sup> Grade Art

12 Class Meetings

Created August 2020

### Essential Questions

- How do artists generate works of art or design that show creative self-expression?

### Enduring Understandings with Unit Goals

**EU 1:** The 7 elements of art allow artists to communicate nonverbally.

- Assess the 7 elements of art: line, shape, texture, color, value and form.
- Compare and contrast various ways artists communicate about themselves.

**EU 2:** Visual images are expressions of the artists creating them.

- Utilize past knowledge and skills in a self-portrait accordion book.
- Transform images that express something meaningful about the maker.

**EU 3:** Images can be used to communicate ideas, messages and moods.

- Express images that clearly communicate expressions of each element of art
- Generate images that express originality and creativity
- Create images with meaning.
- Reflect on your work and experience creating a self-portrait accordion book

### Standards

#### Common Core State Standards:

- **VA: Cr1.1.8a:** Document early stages of the creative process visually and or verbally in traditional or new media.
- **VA: Cr2.1.7a:** Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art and design.
- Analyze ways that visual components and cultural associations suggested by images influence, ideas, emotions, and actions.
- **VA: Cr2.3.7a:** Apply visual organizational to design and produce a work of art, design, or media that clarify communications information or ideas.
- **VA: Cr3.1.7a:** Reflect on and explain important information about personal artwork in an artist statement or other format.
- **VA: Re7.2.7a:** Analyze multiple ways that images influence specific audiences.
- **VA: Re8.1.7a:** Interpret art by analyzing art making approaches, the characteristics of form and structure relevant contextual information, subject, matter and use of media to identify ideas and mood.
- **ELA-Literacy:** cite text-based evidence to support an analysis of informational text. (RI 6.1)

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#### ISAAC Vision of the Graduate Competencies

**Competency 1:** Write effectively for a variety of purposes.

**Competency 2:** Speak to diverse audiences in an accountable manner.

**Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.

**Competency 4:** Analyze and solve problems independently and collaboratively.

**Competency 5:** Be responsible, creative, and empathetic members of the community.

#### Unit Content Overview

- 1. The Elements of art help artists communicate using a non-verbal language.**
  - Re-Examine the aspects of: line, shape, texture, color, value and form.
  - Compare and contrast various ways artists communicate about themselves in images with materials.
- 2. All artists' works are expressions of the self.**
  - Explore types of self-portraits in history and culture
  - Generate images that express something about the maker.
- 3. Art Creation and Reflection**
  - Create images that are expressions of each element of art
  - Express images that communicate a message about the artist.
  - Generate images that express creativity and inventiveness
  - Reflect on your own work and experience creating sculpture

**Interdisciplinary Connection:**

- Language Arts
- Math
- Social Studies

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#### Daily Learning Objectives with *Do Now Activities*

##### Students will be able to...

- *Re-Examine* the seven elements of art.  
*What is the purpose of the 7 elements of art? Name each one.*
- *Compare* and contrast examples of self-portraits in history and culture.\*
  - *Does a self-portrait always need to be image of the ones face?*
- *Create* 1 image that expresses something meaningful about you as a self-portrait.  
*What is a silhouette?*
- Transform the image in different ways expressing each element and draft the “dummy book”. \*\*\*\*  
*What do you think a “dummy” book is?*
- *Prepare* the accordion book final copy and apply different media. \*  
*What different materials will you choose to use in this final project?*
- *Create* a book that communicates a message with about the self with originality and creativity. \*\*\*  
*How can the elements of art be fun?*
- *Assess* your work and write a reflection.  
*What’s the purpose behind reflecting on your own work?*

#### Instructional Strategies/Differentiated Instruction

- Lectures with notes
- Guided notes
- Student-led instruction
- Independent problem-solving
- Feedback and Critique
- Revising and editing
- Collaborative problem-solving
- Cross-curricular problem solving (independent and collaborative)
- Accountable Talk
- Homework

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**Assessments**

**FORMATIVE ASSESSMENTS:**

- Warm-ups (SBAC)
- ABCD Cards
- Whiteboards
- Mid-class check-ins
- Exit Slips
- Accountable Talk Discussions
- Do Now
- Student-led instruction
- Homework
- Image Performance Task
  - Rubric Assessment

**SUMMATIVE ASSESSMENTS:**

- Accordion Book Design (EU1, 2 and 3)

**Unit Task**

**Unit Task Name:** Self-Portrait Accordion Book

**Description:** Students will use the elements of art: line, shape, texture, color, value and form to create a self-portrait accordion book made of various materials. Students will then reflect on their books using a rubric and self-reflection. (EU 1, 2 & 3)

**Evaluation:** Summative Assessments and Rubric Assessment.

**Unit Resources**

- Visual Images
- Flipped Google Classroom Videos
- Worksheets/Paper
- Pencils
- Laptops
- Computer paint/drawing app
- Colored Pencils/ Paint
- Hand Tools
- Various materials