

Wilson Area School District Planned Course Guide

Title of planned course: 6th Grade Art

Subject Area: Art

Grade Level: 6th

Course Description: Through this course students will gain a better understanding of the Elements and Principles of design and apply these through painting, drawing, and sculpture. Students will also learn about different types of art and the cultures that created them. Sixth grade students will focus on new technical skills and complex art problems, using advanced techniques and media. Cross curricular components will continue to be incorporated throughout the art experience. In addition students at this level have begun to form real opinions on certain kinds of art and artists so they are able to participate in peer discussions and art critiques furthering their communication skills.

Time/Credit for this Course: 7 weeks (36 classes) Students meet everyday for the rotation

Curriculum Writing Committee: Regina Moyer

Curriculum Map

Week 1 and 2: Design (Elements and Principles Review)

Week 3 and 4: Drawing (2-D)

Week 5 and 6: Color/Painting

Week 7: Sculpture (3-D designs)

Planned Course Materials

Course Title: 6th Grade Art

Textbook: Art a Global Pursuit

Teacher Resources:

- Textbook
- Art history books
- Art prints
- Worksheets
- Internet
- VHS/DVD
- Portfolios
- Art museums
- Professional journals
- Colleagues
- Artist and visuals:

Frida Kahlo:

Artworks: *Diego and I, The Two Frida's, Self Portrait with Thorns, Self Portrait with Bonito*

Romare Bearden:

Artworks: *Out Chorus, Spring Way, Mill Hand's Lunch Bucket, In the Garden, Homage to Louie and Duke, Pepper Jelly Lady*

Jacob Lawrence:

Artworks: *The Library, The Builders, Tombstones, The Shoemaker, The Seamstress, The Studio, Self Portrait*

Sonia Delaunay:

Artworks: *Electric Prisms, Color Rhythm, Rhythme Couleur, Abstract Composition, Rhythme* (multiple ones in series just different years), *Counterpoint, Geometric Composition, Great Icon, Composition* (multiple ones in series just different years)

Giuseppe Arcimboldo:

Artworks: *Vertumnus, The Librarian, Spring, Summer, Autumn, Winter, Four Seasons in One Head.*

MC Escher:

Artworks: *Relativity, Drawing Hands, Waterfall, Ascending and Descending, Convex and Concave, Day and Night, Sky and Water I and II, Bird Fish, Day and Night,*

Victor Vasarely: (Considered grandfather of Op Art Movement)

Artworks: *Zebra, The Chess Board, Vega-Nor, Vega 200, Vega-Lep, Orion Noir, Kaglo II, Dombor, Vega Pal, Tridim, Torony-Nagy, Keple Gestalt*

Julian Beever:

Artworks: *Coke Bottle, Push the Boat Out, Waste of Water, Lobster, Spiderman, Self Portrait of The Artist, Arctic Street Conditions with Soft Drink, Meeting Mr. Frog, Making Mr. Snowmen, Water Rafting, Batman and Robin*

Curriculum Scope & Sequence

Planned Course: 6th Grade Art

Unit: Design (Elements and Principles)

Time frame: 10 days

State Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.1.5.H, 9.1.5.J, 9.2.5.A, 9.2.5.B, 9.2.5.C, 9.2.5.E, 9.3.5.A, 9.3.5.B, 9.3.5.C, 9.4.5.D.

Essential content/objectives: At the end of the unit, students will be able to:

- Apply the elements (color, shape, line, space, texture, value) and principles (balance, contrast, emphasis, movement, proportion, repetition, harmony) of design to a preliminary sketch in order to create a unique design
- Understand the history of Pennsylvania Dutch Hex designs and meaning
- Understand and articulate vocabulary for techniques, materials used, and elements and principles of design
- Demonstrate proper and safe handling of tools and media

Core Activities: Students will complete/participate in the following:

- Production of PA Dutch Hex Designs, Sugar Skull drawings, Greek Vases and abstract designs

Extensions:

- Compare and contrast advertisements from magazines and identify the elements and principles of design
- Extra time with teacher's guidance
- Home assignments/suggestions
- Sketchbook time
- Websites approved by teacher

Remediation:

- Individualized help from instructor
- Adaptations specific to students' needs
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion

Materials & Resources:

- Textbook
- Art history books
- Art prints
- Worksheets

- Internet
- VHS/DVD
- Portfolios
- Art supplies

Assessments:

- Teacher observation
- Portfolios: Projects and presentations
- Critique:
 - Class
 - Teacher
 - Self
- Oral questioning
- Textbook/worksheets
- Teacher –made worksheets
- Rubric

Curriculum Scope & Sequence

Planned Course: 6th Grade Art

Unit: Drawing (2-D)

Time frame: 10 days

State Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.1.5.H, 9.1.5.J, 9.2.5.A, 9.2.5.B, 9.2.5.C, 9.2.5.E, 9.3.5.A, 9.3.5.B, 9.3.5.C, 9.4.5.D.

Essential content/objectives: At the end of the unit, students will be able to:

- Recognize the elements of art and principles of design in composition
- Understand how the picture plane relates to the composition
- Understand the history of Greek and Roman art and how it affects our style of art, architecture, and mathematics
- Explore art styles from different cultures
- Demonstrate care of equipment and supplies properly
- Make a thumbnail sketch or sloppy copies
- Draw with various media: pencil, pen, brush
- Comprehend and articulate vocabulary

Core Activities: Students will complete/participate in the following:

- Figure drawing from static models, models in motion, Sugar Skull drawings, and Greek Vases
- Pencil, charcoal, and oil pastels will be used to further expand students drawing skills with a variety of media

Extensions:

- Research sketching styles of different artist and compare and contrast them
- Extra time with teacher's guidance
- Home assignments/suggestions
- Sketchbook time
- Websites approved by teacher

Remediation:

- Individualized help from instructor
- Adaptations specific to students' needs
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion

Materials & Resources:

- Textbook
- Art history books
- Art prints
- Worksheets
- Internet
- VHS/DVD
- Portfolios
- Art supplies

Assessments:

- Teacher observation
- Portfolios: Projects and presentations
- Critique:
 - Class
 - Teacher
 - Self
- Oral questioning
- Textbook/worksheets
- Teacher –made worksheets
- Rubric

Curriculum Scope & Sequence

Planned Course: 6th Grade Art

Unit: Color / Painting

Time frame: 10 days

State Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.1.5.H, 9.1.5.J, 9.1.5.K, 9.2.5.A, 9.2.5.B, 9.2.5.C, 9.2.5.E, 9.3.5.A, 9.3.5.B, 9.3.5.C, 9.4.5.D.

Essential content/objectives: At the end of the unit, students will be able to:

- Use prior color theory knowledge in their paintings
- Design drawings to be altered into painting
- Demonstrate an understanding of spatial relations and use of perspective
- Exploring various painting styles by viewing posters, slides and art sites
- Demonstrate an understanding of foreground, middle-ground and background

Core Activities: Students will complete/participate in the following:

- Production of geometric designs
- Color mixing to create unique color wheels
- Abstract paintings

Extensions:

- Access various museum web sites such as the Whitney Museum or the Museum of Modern Art to view paintings and different styles
- Extra time with teacher's guidance
- Home assignments/suggestions
- Sketchbook time
- Websites approved by teacher

Remediation:

- Individualized help from instructor
- Adaptations specific to students' needs
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion

Materials & Resources:

- Textbook
- Art history books
- Art prints
- Worksheets
- Internet
- VHS/DVD
- Portfolios
- Art supplies

Assessments:

- Teacher observation
- Portfolios: Projects and presentations
- Critique:
 - Class
 - Teacher
 - Self
- Oral questioning
- Textbook/worksheets
- Teacher –made worksheets
- Rubric

Curriculum Scope & Sequence

Planned Course: 6th Grade Art

Unit: Sculpture (3-D)

Time frame: 6 days

State Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.1.5.H, 9.1.5.J, 9.2.5.A, 9.2.5.B, 9.2.5.C, 9.2.5.E, 9.3.5.A, 9.3.5.B, 9.3.5.C, 9.4.5.D.

Essential content/objectives: At the end of the unit, students will be able to:

- Recognize forms as objects with three dimensions
- Design and construct three dimensional forms from various materials: clay, paper mache, paper, wire, and plaster
- Understand the concept of spatial relationships
- Recognize and be able to identify artwork from a number of artists and cultures
- Develop skills in handling the tools and materials of 3 - D media
- Comprehend and articulate vocabulary to identify technique and media

Core Activities: Students will complete/participate in the following:

- Create clay projects related to culture lesson or creatures
- Paper sculptures using multiple media

Extensions:

- Access various museum web sites such as the Whitney Museum or the Museum of Modern Art to view sculptures.
- Extra time with teacher's guidance
- Home assignments/suggestions
- Sketchbook time
- Websites approved by teacher

Remediation:

- Individualized help from instructor
- Adaptations specific to students' needs
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion

Materials & Resources:

- Textbook
- Art history books
- Art prints
- Worksheets
- Internet
- VHS/DVD
- Portfolios
- Art supplies

Assessments:

- Teacher observation
- Portfolios: Projects and presentations
- Critique:
 - Class
 - Teacher
 - Self
- Oral questioning
- Textbook/worksheets
- Teacher –made worksheets
- Rubric