Catasauqua Area School District
Planned Course of Study

Course Title: Visual Art

Grade Level(s): 6th Grade

Course Description

The 6th grade Visual Art Curriculum will continue to build on knowledge and skills already acquired, as well as introduce students to new techniques and technologies. Projects in 6th grade will be driven by the understanding and use of the elements of art. Students will require more responsibility in the planning and creation process of each piece of art they create.

Projects will contain cross-curricular aspects throughout the course, specifically with 6th grade social studies and science. Students will be introduced to Mexican culture and art. The critique process will be introduced and used to review artwork, students will use their understanding to create artwork that reflects its importance to the art world.

The main focus of the 6th grade Visual Art Curriculum will be the elements of art. Students will gain a better understanding of each element and how it is used in artwork. Once they have a solid understanding of the elements of art students will use each element of art throughout the course, while being introduced to traditional techniques like observational drawing and 1 Point Perspective.

Essential Questions

1.How do artists use the elements and principles as tools for artistic expression?
2.How does artwork reflect an artist's beliefs and values?
3. How do ideas inherent in artworks provoke, entertain, and challenge the status quo?
4. What role does art play in culture?
5. How do people compare very different artworks?
6. What role does art play in culture?

Competencies

1. Manipulate line, shape, etc. to plan and create pieces of art that express multiple ideas or a range of emotions.
2. Identify the beliefs and/or values evidenced in the work of a contemporary artist, and create a work of art that communicates one of their own values and/or beliefs.
3. Create an artwork that challenges a current practice by promoting a new way/method.
4. Identify and analyze the purposes and functions of artwork in their own culture.
5. Analyze and compare artworks from different genres using a vocabulary of critical analysis.
6. Identify and analyze the purposes and functions of artwork in their own culture.

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Course Syllabus

Course Content	Tentative Timeframe	National Standards	State Standards
Establish art room rules, procedures and expectations	1 Lesson	1	9.1.5.H
Recognize, conceptualize and produce artwork using various media, techniques and technologies -Observational Drawing -1 Point Perspective -Sewing	Throughout the marking period	1	9.1.5.A 9.1.5.B 9.1.5.C 9.1.5. E 9.1.5.G 9.1.5.J 9.1.5.K
Develop skills to organize artwork, materials and presentations -Elements of Art	Throughout the marking period	2	9.1.5.A 9.1.5.D 9.1.5.F 9.1.5.H 9.1.5.I
Refine and reflect on choices in artwork	Throughout the marking period	3	9.4.5.A 9.4.5.C 9.4.5.D
Prepare and analyze artwork for presentation	Occasionally throughout the marking period	4 5	9.4.5.B 9.4.5.C
Understand and relate visual art in relation to history and culture -Mexican Culture/Art	Occasionally throughout marking period	6 10 11	9.2.5.A 9.2.5.B 9.2.5.I 9.2.5.J
Engage in the process of art criticism	Occasionally throughout marking period	7 8 9	9.3.5.A 9.3.5.B 9.3.5. D
Make connections between visual arts and other disciplines	Occasionally throughout marking period	6	9.2.5.F

Teaching Strategies Utilized

Teacher Demonstrations
Direct Instruction
Student Production of work
Critical evaluation
Group Collaboration
Station Rotations
Think-Pair Share
Self-Assessment

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	National Standard	PA Stand.
The student will be able to: Establish art room rules, procedures and expectations 1. Introduce students to physical space of the classroom 2. Establish expectations for projects 3. Review behavior policies for classroom and school 4. Establish routines or art room cleanliness	AW K AP M R	First Day of Class Distributed Syllabus Ungraded Pre-Quiz through technology Class Discussion	Class Discussion Pop Quiz	2 5	9.1.5 H

Resources/Materials

iPads, Projector, Online Classroom (Google)

Interdisciplinary Relationships

N/A

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	National Standard	PA Stand.
The student will be able to: Recognize, conceptualize and produce artwork using various media, techniques and technologies 1. Define and use the elements of art to create works in the arts 2. Communicate experiences, stories and emotions through various media, techniques and technologies 3. Know the importance of and utilize practice in the creation of art 4. Describe the media, techniques and technologies used 5. Apply traditional and contemporary technologies and technologies to further knowledge and production of art	AW K AP M R	Elements of Art Escape Room Nearpod Still Life (Observational drawing) Zentangle/Mandala (Pen & Ink) 1 Point Perspective (City drawn using 1 Pt Perspective) Watercolor Painting Sugar Skull Pendant (Sewing and Circuitry)	Class Discussions Self-Assessment Production of Work Rubric for grading Group Critiques and Gallery Walks Teacher Observation	1	9.1.5.A 9.1.5.B 9.1.5.C 9.1.5. E 9.1.5.G 9.1.5.J 9.1.5.K

Resources/Materials

iPads, Projector, Google Slides, Nearpod, Escape Room supplies, Construction paper, pastels, Sharpies, rulers, plastic/real fruit, erasers, graphite pencils, Watercolor paint, brushes, felt, needles, thread, lithium batteries, conductive thread, LED lights and copper tape.

Interdisciplinary Relationships

21st Century Skills-Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Initiative and Self-Direction, Productivity and Accountability
Math-Measurements and Geometry
ELA-Writing (Grammar/Spelling) and Speaking/listening
Science-patterns and circuitry
Social Studies-Art history, world cultures
Technology-Use of iPads for Nearpod and Escape Room

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	National Standard	PA Stand.
The student will be able to: Develop skills to organize pieces in artwork, materials and presentation 1. Understand the use of elements of art to organize a piece of art 2. Use visual structures and functions of art to communicate ideas 3. Use and maintain art materials and tools in a safe and responsible manner 4. Describe the process of preparing and organizing artwork for presentation	AW K AP M R	Elements of Art Escape Room Nearpod Still Life (Forms/Color/Value /Texture) Zentangle/Mandala (Shape/Space/Line) 1 Point Perspective (Line/Space/Form) Watercolor Painting (Color/Value) Sugar Skull Pendant (Color/Shape/ Texture/Line) Review of materials and tools at the beginning of each lesson	Class Discussions Self-Assessment Production of Work Rubric for grading Group Critiques and Gallery Walks Teacher Observation	2	9.1.5.A 9.1.5.D 9.1.5.F 9.1.5.H 9.1.5.I

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	National Standard	PA Stand.
The student will be able to: Refine and reflect on choices of subject matter, techniques and ideas made in artwork 1. Develop artist statements to explain choices made in one's own work 2. Identify symbols and meanings in various artwork from historical, contemporary and modern artists 3. Communicate and improve upon decisions made in artwork	AW K AP M	Artist statement discussed for Still Life and Zentangle/Mandala Zentangle/Mandala Sugar Skull Pendant Nearpod	Class Discussions Self-Assessment Production of Work Rubric for grading Group Critiques and Gallery Walks	3	9.4.5.A 9.4.5.C 9.4.5.D

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	National Standard	PA Stand.
The student will be able to: Prepare and analyze artwork for presentation 1. Make decisions on what will be best presented in artwork 2. Investigate technologies on presentation of artwork 3. Describe and practice preparation for artwork presentation	AW K AP M	Still Life (Observational Drawing) Matting/Signing projects for presentation	Class Discussions Self-Assessment Production of Work Group Critiques	4 5	9.4.5.B 9.4.5.C

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The student will be able to: Understand and relate visual art in relation to history and culture 1. Describe the historical and cultural context of artwork 2. Convey historical and cultural meanings in artwork 3. Use vocabulary to correctly relay information on artwork from specific time periods 4. See how time and traditions can be reflected in artwork	AW K AP M R	Nearpod Sugar Skull Pendant (Mexican holiday Dia De Los Muertos) Group Critique of artwork from time period Still Life (Google Slides reviewing artwork from Paul Cezanne) Zentangle/Mandala (Asian Art/Sanskrit)	Class Discussions Production of Work Group Critiques	6 10 11	9.2.5.A 9.2.5.B 9.2.5.F 9.2.5.I 9.2.5.J

Resources/Materials

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	National Standard	PA Stand.
The student will be able to: Engage in the process of art criticism 1. Identify the process of art criticism 2. Compare and contrast characteristics of artwork 3. Through discussion express one's view on a piece of artwork 4. Critique one's own artwork during and after creation	AW K AP M	Group Critique of artwork: Still Life (Google Slides reviewing artwork from Paul Cezanne) Zentangle/Mandala (Asian Art/Sanskrit) Sugar Skull Pendant (Aztec/Mexican Artwork)	Group Critique Gallery Walk Think-Pair-Share	7 8 9	9.3.5.A 9.3.5.B 9.3.5. D

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	National Standard	PA Stand.
The student will be able to: Making connections between visual arts and other disciplines. 1. Understand and use similarities and differences between characteristics of the visual arts and other disciplines 2. Identify connections between the visual arts and other disciplines in the curriculum	AW K AP M R	Zentangle/Mandala (Math/Social Studies) Sugar Skull Pendant (Social Studies, Science and STEM) 1 Point Perspective (Math)	Class Discussions Group Critiques Production of work	6	9.2.5.F

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