

# **Glen Ridge Public Schools – Visual and Performing Arts Curriculum**

**Course Title:** Art

**Subject:** Visual and Performing Arts

**Grade Level:** 6th

**Duration:** 12 Weeks

**Prerequisite:** None

**Elective or Required:** Required

## **Visual and Performing Arts Mission Statement**

An education in the arts is an essential part of the academic curriculum for the achievement of human, social and economic growth. An arts education enables personal, intellectual and social development for each individual and strives to enhance the student's sense of confidence and self-esteem. The visual arts are uniquely qualified to cultivate a variety of multiple intelligences with powerful ways of communicating ideas, thoughts and feelings. A well-rounded program for intellectual growth must support the development of spatial, kinesthetic, interpersonal and intra-personal intelligences. Creativity in solving art-related problems provides students with values that will better prepare them for future professional endeavors.

The Glen Ridge Public Schools offer every student access to a balanced, comprehensive, cohesive and sequential program of study in the visual arts. Arts education ensures the development of intuition, imagination, expression, performance and critiquing skills. An interdisciplinary approach to the arts ensures every student experiences and understands the arts in relationship to history and culture. The fine arts contribute to the growth of students into life-long learners by nurturing their abilities and interests, developing their divergent thinking, cultivating their multiple intelligences and enriching their lives.

## **Course Description:**

The 6th Grade school year will consist of forty Art classes which will meet four times every six school days during one cycle (one third) of the school year. Projects will cover primarily two-dimensional works as well as some three-dimensional works while utilizing a four pronged approach for each project. The disciplines of Aesthetics, Production, Art History, and Critique as well as the integration of multiple media and technology, frame the approach to every unit. Students are given broad-based exposure to those basic

Art disciplines as well as the opportunity to integrate cross curricular subject matter into each project. The goal in 6th Grade is to ensure every student attains basic literacy in the content knowledge and skills outlined in the NJ Department of Education standards for the arts for Grades 3 through 5.

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**Date Submitted:** Summer 2016

## **Visual and Performing Arts – Curriculum Standards – 2016**

**The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Dance

Music

Theatre

Visual Art

**History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

History of the Arts and Culture

**Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Dance

Music

Theatre

Visual Art

**1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Aesthetic Responses

Critique Methodologies

## **6th Grade Art Unit 1 - Intermediary Form and Function**

**Approximate # Of Weeks:** 4 Weeks

**Essential Questions:**

Why is Art necessary?

What is Art?

What choices must an artist make before beginning a work?

What can artwork tell us about society?

**Upon completion of this unit students will be able to:**

- Students will be able to learn that each of the many genres of art are associated with discipline specific arts terminology.
- Students will be able to learn that each of the many genres of art are associated with a stylistic approach to art-making.
- Students will recognize that the visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.
- Students will learn that artwork may be both utilitarian and non-utilitarian.
- Students will learn that relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.
- Students will be able to assess a work of art without critiquing the artist.
- Students will be able to apply objectivity and an understanding of the work's content and form when critiquing a work.

**Standard 1.3.8.D.5**

Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.

**Standard 1.3.8.D.6**

Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.

**Standard 1.4.8.A.7**

Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

**Standard 1.4.8.B.1**

Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

**Interdisciplinary Standards**

**Standard 9.1 21st-Century Life & Career Skills**

All students will demonstrate the creative, critical thinking, collaboration, and problem-

solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

### **Standard 9.3 - Career Awareness, Exploration, and Preparation**

All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

### **Standard 8.1 – Computer and Information Literacy**

All students will use computer applications to gather and organize information and to solve problems.

### **Standard 8.2 – Technology Education**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

### **Standard 6.3 Active Citizenship in the 21<sup>st</sup> Century**

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

### **Standard 6.1 US History: America in the World**

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

### **Standard 6.2 World History/Global Studies**

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

### **Standard 7.1 World Languages**

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

### **Activities:**

“Non-Objective Thematic Design” project

View multi-media presentation about Art Genres

Teacher lecture/discussion  
Art production  
Demonstration  
Digital camera  
Smart Board  
Interactive web sites  
DVD / Television  
Projector  
Computer Lab

**STEAM Activities (Visual Arts):**

**Non-Objective Thematic Design** - affords students the opportunity to apply an understanding of color and value to create form and dimension to a two-dimensional work.

**Enrichment Activity:** Visual Group Story Telling Drawing

**Methods of Assessments/Evaluation:**

Student responses  
Project creation  
Oral evaluation  
Tests and quizzes  
Rubric creation  
Drawing / sketching  
Dialogue  
Verbal / written teacher assessment

**Resources:**

Exploring Art (Glencoe/McGraw Hill 1999)  
Prints

**Online Resources:**

Teacher webpage  
Online image / web page search  
Art-centric websites

**6th Grade Art**  
**Unit 2 - Manipulation of Existing Imagery and Design**

**Approximate # Of Weeks:** 4 Weeks

**Essential Questions:**

How has Art changed through time?  
What is the artistic process?  
How is feeling or mood conveyed artistically?

In what ways have technological changes influenced artistic expression?

**Upon completion of this unit students will be able to:**

- **Students will be able to recognize that the creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.**
- **Students will be able to recognize the themes of symbolism, allegory, or irony often communicated through art.**
- **Students will be able to recognize that there are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork.**
- **Students will recognize that fluency in certain mediums, and the use of the appropriate tools associated with working in certain mediums, are components of art-making.**
- **Students will learn that universal themes exist in art across historical eras and cultures.**
- **Students will learn that art may embrace multiple solutions to a problem.**
- **Students will be able to use visual fluency to differentiate formal and informal structures**
- **Students will be able to objectively apply observable criteria to the assessment of artworks, without consideration of the artist.**

#### **Standard 1.3.8.D.1**

Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

#### **Standard 1.3.8.D.2**

Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

#### **Standard 1.3.8.D.4**

Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.

#### **Standard 1.4.8.B.2**

Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

### **Interdisciplinary Standards**

#### **Standard 9.1 21st-Century Life & Career Skills**

All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

### **Standard 9.3 - Career Awareness, Exploration, and Preparation**

All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

### **Standard 8.1 – Computer and Information Literacy**

All students will use computer applications to gather and organize information and to solve problems.

### **Standard 8.2 – Technology Education**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

### **Standard 6.3 Active Citizenship in the 21<sup>st</sup> Century**

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

### **Standard 6.1 US History: America in the World**

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

### **Standard 6.2 World History/Global Studies**

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

### **Standard 7.1 World Languages**

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

### **Activities:**

“Magnification Re-Creation” project

View multi-media presentation about Art Genres  
Teacher lecture/discussion  
Art production  
Demonstration  
Digital camera  
Smart Board  
Interactive web sites  
DVD / Television  
Projector  
Computer Lab

**STEAM Activities (Visual Arts):**

**Magnification Re-Creation** - affords students the opportunity to apply an understanding of proportion and make connections between visual / spatial relationships using math and measuring.

**Enrichment Activity:** Visual Group Story Telling Drawing

**Methods of Assessments/Evaluation:**

Student responses  
Project creation  
Oral evaluation  
Tests and quizzes  
Rubric creation  
Drawing / sketching  
Dialogue  
Verbal / written teacher assessment

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## **6th Grade Art**

### **Unit 3 - History, Genres and Formal Critique**

**Approximate # Of Weeks:** 4 Weeks

**Essential Questions:**

How do people express themselves through Art today?  
Why and how do people create Art?  
How does Art reflect as well as shape culture?  
How do different types of art effect us?  
How does art effect history and culture?

**Upon completion of this unit students will be able to:**

- **Students will be able to recognize art as a universal language.**
- **Students will recognize that visual communication through art crosses cultural and language barriers throughout time.**
- **Students will recognize that masterworks from diverse cultures and different historical eras assist in understanding specific cultures.**
- **Students will recognize that technological changes have and will continue to substantially influence the development and nature of the arts.**
- **Students will learn that the classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context).**
- **Students will learn that many genres of art are associated with discipline-specific arts terminology.**

**Standard 1.1.8.D.1**

Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.

**Standard 1.1.8.D.2**

Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

**Standard 1.2.8.A.1**

Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.

**Standard 1.3.8.D.3**

Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.

**Interdisciplinary Standards**

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**Activities:**

## “Action Figure Sculpture” project

View multi-media presentation about Art Genres

Teacher lecture/discussion

Art production

Demonstration

Digital camera

Smart Board

Interactive web sites

DVD / Television

Projector

Computer Lab

### **STEAM Activities (Visual Arts):**

**Action Figure Sculpture** - affords students the opportunity to apply an understanding of math, proportion, and engineering to translate a two-dimensional work to a three-dimensional work.

**Enrichment Activity:** Visual Group Story Telling Drawing

### **Methods of Assessments/Evaluation:**

Student responses

Project creation

Oral evaluation

Tests and quizzes

Rubric creation

Drawing / sketching

Dialogue

Verbal / written teacher assessment

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