

Crest Memorial School Curriculum and Pacing Guide	
Grade: 6th	Subject Area: Visual Art
Adoption Date:	Revision Date: February 16, 2024

Mission and Vision Statements
<p>Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p>Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines (dance, music, theatre, visual arts, and media arts) as a mechanism for:</p> <ul style="list-style-type: none"> <li>• Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;</li> <li>• Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;</li> <li>• Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and</li> <li>• Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.</li> </ul>

Integration of Technology
<p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p> <p>9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.</p>

21st Century Skills
<p>9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.</p> <p>9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.</p>

## Career Education

9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. Employee benefits can influence your employment choices.

## Interdisciplinary Connection

NJ.CC.6-12.RL.7: Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., a play and a film, a poem and a novel, or a painting and a poem) to see how the mediums impact the interpretation of the subject or scene.

NJ.CC.6-8.21C.4: Creativity and Innovation: Develop, implement, and communicate new ideas to others effectively

NJ.CC.6-8.WHST.1: Write arguments focused on discipline-specific content.

## Accommodations and Modifications

### Special Education

- follow 504/IEP accommodations
- create visual examples
- highlight and define important vocabulary
- ask yes/no questions
- rephrase directions

### English Language Learners

- create visual examples
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures
- create a word map

### Students At-Risk of Failure

- Allow verbalization before writing
- Use audio materials when necessary
- Read tests aloud
- Restate, reword, clarify directions
- Re-teach concepts using small groups
- Provide educational “breaks” as necessary
- Chunking content into “digestible bites”
- Shorten assignments to focus on mastery concept
- Assignment, Project, and Assessment Modification Based on Individual Student Needs

Gifted and Talented	<ul style="list-style-type: none"> <li>● Student Choice</li> <li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li> </ul>
Students with 504 Plans	<ul style="list-style-type: none"> <li>● Allow verbalization before writing</li> <li>● Use audio materials when necessary</li> <li>● Read tests aloud</li> <li>● Restate, reword, clarify directions</li> <li>● Re-teach concepts using small groups</li> <li>● Provide educational “breaks” as necessary</li> <li>● Chunking content into “digestible bites”</li> <li>● Shorten assignments to focus on mastery concept</li> <li>● Use mnemonic devices</li> </ul>

Assessments	
Formative	<ul style="list-style-type: none"> <li>● Lesson quick checks (Exit tickets)</li> <li>● Teacher Observation</li> </ul>
Summative	<ul style="list-style-type: none"> <li>● Oral place presentation</li> <li>● End of unit rubric</li> </ul>
Benchmark	<ul style="list-style-type: none"> <li>● End of unit rubric</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>● Performance Tasks</li> <li>● Projects</li> </ul>

Pacing Guide	
Sketchbook Cover Design	Number of days 5
Elements of Art	Number of days 26
Principles of Design	Number of days 16
Perspective	Number of days 20
Crest Health and Wellness Project	Number of Days 20

Unit Learning Goals

Use visual art techniques to convey an important message that represents identity and personal connection

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"><li>• Sketchbook rubric</li></ul>	<ul style="list-style-type: none"><li>• Chromebooks</li><li>• Watercolor paint</li><li>• Markers</li><li>• Colored pencils</li><li>• Construction paper</li><li>• Rulers/tracers</li></ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"><li>• Day 1: Design a book cover that expresses a visual message</li></ul>	1.5.8.Cr2c, 1.5.8.Re7a	<ul style="list-style-type: none"><li>• Choose an inspirational quote and use it as a guide to express how it influences you visually.</li></ul>
<ul style="list-style-type: none"><li>• Day 2: Design a book cover that expresses a visual message</li></ul>	1.5.8.Cr2c, 1.5.8.Re7a NJ.CC.6-8.VA.1	<ul style="list-style-type: none"><li>• Using a font write the quote</li><li>• Include images that represent the quote</li><li>• Use quality craftsmanship and various art materials</li></ul>
<ul style="list-style-type: none"><li>• Day 3: Design a book cover that expresses a visual message</li></ul>	1.5.8.Cr2c, 1.5.8.Re7a	<ul style="list-style-type: none"><li>• Using a font write the quote</li><li>• Include images that represent the quote</li><li>• Use quality craftsmanship and various art materials</li></ul>
<ul style="list-style-type: none"><li>• Day 4: Design a book cover that expresses a visual message</li></ul>	1.5.8.Cr2c, 1.5.8.Re7a	<ul style="list-style-type: none"><li>• Using a font write the quote</li><li>• Include images that represent the quote</li><li>• Use quality craftsmanship and various art materials</li></ul>

<ul style="list-style-type: none"> <li>• Day 5: Use a rubric to evaluate the design</li> </ul>	1.5.8.Re8a	<ul style="list-style-type: none"> <li>• Evaluate the book cover design</li> <li>• Present to the class for discussion</li> </ul>
--	------------	---

Inclusive concepts
<ul style="list-style-type: none"> <li>• Students are encouraged to research and incorporate cultural aspects into their artwork</li> </ul>

Unit Learning Goals
Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>• Video series Elements of Art: KQED</li> <li>• Color Wheel</li> <li>• Visual Aides/Examples</li> </ul>	<ul style="list-style-type: none"> <li>• Colored pencils</li> <li>• Sketchbooks</li> <li>• Markers</li> <li>• Rulers</li> </ul>

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>• Day 1: Explore the element of line, its definition, and various ways in which it can be displayed</li> </ul>	1.5.8.Cr2a, 1.5.8.Re8a	<ul style="list-style-type: none"> <li>• Watch a video from “KQED Elements of Art”</li> <li>• Lecture, questions, and answers from the video</li> <li>• Draw a variety of lines in a sketchbook</li> <li>• Label lines with descriptive words that can be used to describe how students will analyze lines in a work of art.</li> </ul>

<ul style="list-style-type: none"> <li>● Day 2: Explore the element of shape, its definition, and various ways in which it can be displayed</li> </ul>	1.5.8.Cr2a	<ul style="list-style-type: none"> <li>● Watch a video from “KQED Elements of Art”</li> <li>● Lecture, questions, and answer from the video</li> <li>● Draw geometric and organic shapes in a sketchbook</li> </ul>
<ul style="list-style-type: none"> <li>● Day 3: Explore the element of color. Examine the color wheel and understand how colors are categorized by their relationship on the color wheel</li> </ul>	1.5.8.Cr2a	<ul style="list-style-type: none"> <li>● Watch a video from “KQED Elements of Art”</li> <li>● Lecture, questions, and answer from the video</li> <li>● Introduce color wheel vocabulary</li> <li>● Cut and glue color wheel tool to keep in sketchbook</li> </ul>
<ul style="list-style-type: none"> <li>● Day 4: Explore the element of color. Examine the color wheel and understand how colors are categorized by their relationship on the color wheel</li> </ul>	1.5.8.Cr2a	<ul style="list-style-type: none"> <li>● Watch a video from “KQED Elements of Art”</li> <li>● Lecture, questions, and answer from the video</li> <li>● Create a color wheel using colored pencils</li> <li>● Review color wheel vocabulary</li> </ul>
<ul style="list-style-type: none"> <li>● Day 5: Explore the element of color. Examine the color wheel and understand how colors are categorized by their relationship on the color wheel</li> </ul>	1.5.8.Cr2a	<ul style="list-style-type: none"> <li>● Watch a video from “KQED Elements of Art”</li> <li>● Lecture, questions, and answer from the video</li> <li>● Create a color wheel using colored pencils</li> <li>● Review color wheel vocabulary</li> </ul>
<ul style="list-style-type: none"> <li>● Day 6: Explore the element of color. Examine the color wheel and understand how colors are categorized by their relationship on the color wheel.</li> </ul>	1.5.8.Cr2a	<ul style="list-style-type: none"> <li>● Create a “Color Family” page in sketchbook. Display groupings of colors: warm, cool, tint, shade, complementary</li> <li>● Review color wheel vocabulary</li> </ul>
<ul style="list-style-type: none"> <li>● Day 7: Explore the element of color. Examine the color wheel and understand how colors are categorized by their relationship on the color wheel.</li> </ul>	1.5.8.Cr2a	<ul style="list-style-type: none"> <li>● Create a “Color Family” page in sketchbook. Display groupings of colors: warm, cool, tint, shade, complementary</li> <li>● Review color wheel vocabulary</li> </ul>

<ul style="list-style-type: none"> <li>● Day 8-12: Explore the element of value. Examine the way color changes as it is lighted and darkened with different mediums</li> </ul>	1.5.8.Cr2a, 1.5.8.Re8a	<ul style="list-style-type: none"> <li>● Watch a video from “KQED Elements of Art”</li> <li>● Create a value scale page in sketchbook.</li> <li>● Explore how pencil, colored pencil, crayon, and paint can make different tints and shades of one color</li> </ul>
<ul style="list-style-type: none"> <li>● Day 13-15: Explore the element of form. Examine the way shapes change into forms when interventions like the use of perspective and shading are applied</li> </ul>	1.5.8.Cr2a	<ul style="list-style-type: none"> <li>● Watch a video from “KQED Elements of Art”</li> <li>● Create various forms in sketchbook.</li> <li>● Explore how forms appear on a 2D surface by using shading and perspective techniques</li> </ul>
<ul style="list-style-type: none"> <li>● Day 16-18: Explore the element of texture. Examine the way lines can be used to create an implied texture</li> </ul>	1.5.8.Cr2a, 1.5.8.Re8a	<ul style="list-style-type: none"> <li>● Watch a video from “KQED Elements of Art”</li> <li>● Draw a variety of implied texture in sketchbook</li> </ul>
<ul style="list-style-type: none"> <li>● Day 19-25: Explore the element of space. Examine the techniques artists use to create the illusion of space on a 2D surface</li> </ul>	1.5.8.Cr2a, 1.5.8.Re8a	<ul style="list-style-type: none"> <li>● Watch a video from “KQED Elements of Art”</li> <li>● Create a drawing that displays the techniques artist use to create the illusion of space on a 2D surface</li> </ul>
<ul style="list-style-type: none"> <li>● Day 26: Describe a work of art using the elements of art</li> </ul>	1.5.8.Cr2a, 1.5.8.Re9a	<ul style="list-style-type: none"> <li>● View famous works of art and as a class, use the elements of art to support the evaluation of art</li> </ul>

Inclusive concepts
<ul style="list-style-type: none"> <li>● Introductory videos aim to foster a sense of diversity and inclusivity within the content, reflecting the rich tapestry of cultures that our students represent</li> </ul>

Unit Learning Goals
Students will identify and understand the key principles of art, including balance, contrast, emphasis, movement, pattern, rhythm, and unity.

Students will apply the principles of art in their own artwork to create compositions that are visually engaging and effective.

Students will analyze and critique existing artworks based on the principles of art, identifying how these principles contribute to the overall effectiveness of the piece.

Students will develop visual literacy by recognizing and interpreting the use of the principles of art in various visual media.

Students will enhance their creative expression by understanding how the principles of art can influence the mood, message, and effectiveness of their artwork.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Slideshow on principles of art</li> </ul>	<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Markers</li> <li>● Colored pencils</li> <li>● Construction paper</li> <li>● Rulers/tracers</li> </ul>

Daily Targets	NJSL Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>● Day 1: Introduce the Principles of Design</li> </ul>	1.5.8.Re7b	<ul style="list-style-type: none"> <li>● Introduction to Principles of Design: Introduce students to the principles of design, such as balance, emphasis, contrast, rhythm, unity, and movement.</li> <li>● Discuss how these principles are applied in various art forms, including visual arts, graphic design, and architecture.</li> <li>● Show slide show with specific examples of the principles of design</li> <li>● Lecture, questions, and answers from the slide show</li> <li>● Compare and contrast images</li> </ul>



<ul style="list-style-type: none"> <li>• Day 2-7: Research the principles of design</li> </ul>	1.5.8Pr6a	<ul style="list-style-type: none"> <li>• Create a slideshow defining and displaying an example of each principle</li> <li>• Writing: Have students write statements that defend their image choices based on the principles of design. For example, they will explain why they think their choice of artwork best display a specific principle</li> </ul>
<ul style="list-style-type: none"> <li>• Day 8-10: Elements of Art &amp; Principles of Design test</li> </ul>	1.5.8.Cr2c	<ul style="list-style-type: none"> <li>• Peer Feedback and Revision: Facilitate peer feedback sessions where students can share their arguments and receive constructive feedback from their classmates. Encourage them to revise their arguments based on the feedback received.</li> <li>• Test</li> </ul>
<ul style="list-style-type: none"> <li>• Day 11-16: Elements of Art &amp; Principles of Design sculpture</li> </ul>	1.5.8.Pr5a	<ul style="list-style-type: none"> <li>• Use paper straws and permanent markers to create a sculpture that represents both specific elements of art and principles of design</li> </ul>

<p>Inclusive concepts</p>
<ul style="list-style-type: none"> <li>• Students will not only understand the principles of art but also can apply them effectively in their creative process, analyze their use in existing artworks, and develop a deeper appreciation for how these principles contribute to the overall impact of art and culture.</li> </ul>

<p><b>Unit Learning Goals</b></p>
<p>Students will grasp the fundamental principles of one-point perspective, including the vanishing point, horizon line, and converging lines. Students will develop the technical skills necessary to create accurate one-point perspective drawings. Students will apply one-point perspective techniques to create more complex compositions, such as cityscapes, interiors, or objects within a scene.</p>

Students will analyze and critique works of art to understand how one-point perspective is used effectively.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Step by step drawing worksheet</li> <li>● Vocabulary worksheet</li> </ul>	<ul style="list-style-type: none"> <li>● rulers</li> <li>● right triangles</li> <li>● pencils</li> <li>● makers</li> <li>● colored pencils</li> <li>● cardboard</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>● Day 1: Introduce One-Point Perspective</li> </ul>	1.5.8.Cn11a	<ul style="list-style-type: none"> <li>● Analyze various artworks that use one-point perspective. View images from Medieval Times and compare the use of perspective with artwork from the Renaissance</li> <li>● Whole group discussion</li> </ul>
<ul style="list-style-type: none"> <li>● Day 2: Introduce One-Point Perspective vocabulary</li> </ul>	1.5.8.Cr3a (MATH vocab)	<ul style="list-style-type: none"> <li>● Draw and write definitions to vocabulary words specific to one-point perspective</li> </ul>
<ul style="list-style-type: none"> <li>● Day 3: Draw cubes using One-Point Perspective</li> </ul>	1.5.8.Cr2a	<ul style="list-style-type: none"> <li>● Use teacher instruction, website, and handout to begin drawing a cube in one-point perspective from 3 views</li> </ul>
<ul style="list-style-type: none"> <li>● Day 4: Draw advanced shapes using One-Point Perspective</li> </ul>	1.5.8.Cr2a	<ul style="list-style-type: none"> <li>● Use teacher instruction, website, and handout to begin drawing advanced shapes in one-point perspective</li> </ul>
<ul style="list-style-type: none"> <li>● Day 5: Create a work of art using One-Point Perspective</li> </ul>	1.5.8.Cr2a	<ul style="list-style-type: none"> <li>● In the sketchbook trace a rectangle for each letter of the name</li> <li>● Using as much of the rectangle as</li> </ul>

		<p>possible, draw each letter in capital form</p> <ul style="list-style-type: none"> <li>● Practice each letter of the name</li> </ul>
● Day 6: Create a work of art using One-Point Perspective	1.5.8.Cr2a	<ul style="list-style-type: none"> <li>● On construction paper trace rectangles and draw the letters of their name</li> </ul>
● Day 7: Create a work of art using One-Point Perspective	1.5.8.Cr2a	<ul style="list-style-type: none"> <li>● Draw a vanishing point and connect letters to it creating the illusion of perspective</li> </ul>
● Day 8: Create a work of art using One-Point Perspective	1.5.8.Cr2a	<ul style="list-style-type: none"> <li>● Trace over lines with Sharpie using a rule</li> </ul>
● Day 9-12: Create a work of art using One-Point Perspective	1.5.8.Cr2a	<ul style="list-style-type: none"> <li>● Review color schemes have students pick a 3 three-color scheme and demonstrate how to create an effect of depth by lightening the value of the color as it fades to the vanishing point</li> </ul>
● Day 13-15: Create a work of art using One-Point Perspective	1.5.8.Cr2a 1.5.8.Cn10a	<ul style="list-style-type: none"> <li>● Design a background for the name in One-Point perspective using chalk pastels</li> </ul>
● Day 16: Create a work of art using One-Point Perspective	1.5.8.Cr2a	<ul style="list-style-type: none"> <li>● Glue cardboard squares on the back of the art to prop it up off the background</li> </ul>

Inclusive concepts
Explore how one-point perspective has been used in various cultural and historical contexts.

<b>Unit Learning Goals</b>
<p>Students will develop a comprehensive understanding of wellness, including physical, mental, and emotional aspects.</p> <p>Students will explore and experiment with different artistic mediums and techniques to effectively express themes related to wellness.</p>

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>Contest rules/requirements worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Watercolor paint</li> <li>Watercolor paper</li> <li>markers</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>Day 1: Introduce the Wildwood Crest Mayor's Wellness Campaign Annual Art Contest</li> </ul>	1.5.8.Cr2c, 1.5.8.Re7a	<ul style="list-style-type: none"> <li>Review contest requirements and objectives</li> <li>Begin planning for the creation of a final artwork</li> </ul>
<ul style="list-style-type: none"> <li>Day 2-20: Create a unique artwork displaying the ideals listed in the contest requirements</li> </ul>	1.5.8.Cr2c, 1.5.8.Re7a	<ul style="list-style-type: none"> <li>Create artwork</li> <li>Include the specific contest requirements</li> <li>Use quality craftsmanship and various art materials</li> </ul>

Inclusive concepts
<p>Allow students to express their own interpretations of wellness in a way that is meaningful to them. Foster a collaborative environment where students can learn from and support each other.</p>