

Quinton Township School District
Grade 6
Art
[Pacing Guide](#)

Marking Period:	1	Unit Title:	Creating for Peace: Collaboration, Symbolism, and Digital Exploration	Pacing:	10 weeks
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Unit Summary: In this unit, students explore the theme of peace through collaborative and independent art-making. Beginning with the cultural significance of the origami crane and World Peace Day, students learn foundational origami techniques, work in teams to create peace cranes, and design symbolic artworks around themes such as peace, autumn, or weather. They develop planning skills, navigate studio centers, and engage in meaningful peer critiques. The unit concludes with an introduction to digital art tools like Kleki, Sketchpad, and Google Drawings, encouraging creative expression across both traditional and digital platforms. @

Objectives

- Week 1.** Identify September 21st as World Peace day and explain the origami crane as a cultural symbol of peace. @
- Week 2.** Fold the origami bird base, and identify the bird base as a starting point for many origami models. @
- Week 3.** Work collaboratively to fold an origami peace crane. @
- Week 4.** Use symbols and art materials of choice in an artwork on the theme of “peace.”
- Week 5.** Use artistic planning skills to brainstorm ideas and plan art work on a theme such as peace, autumn, weather, etc.
- Week 6.** Plan artwork using a planning sheet, gather materials and return to the correct center.
- Week 7.** Complete artwork, mat, photograph and upload to Artsonia website.
- Week 8.** Participate in a peer-to-peer critique.
- Week 9.** Use digital tools to assist in art planning or create on a digital platform Kleki and Sketchpad.
- Week 10.** Demonstrate tools on Google drawing platform.

Essential Questions:

How do artists use symbols and themes?

How do artists create digital art?

NJSLS - Visual and Performing Arts: 1.5.8.Cr1 1.5.8.Cr2 1.5.8.Pr5

Interdisciplinary Connections: W.IW.6.2, SL.PE.6.1, SL.UM.6.5, 6.3.8.CivicsPD.3, 6.3.8.CivicsPI.4

Career Readiness, Life Literacies, and Key Skills: 9.1.8.CR.2, 9.4.8.CI.2, 9.4.8.CI.3, 9.4.8.CI.4, 9.4.8.GCA.2

Computer Science and Design Thinking: 8.1.8.IC.1, 9.4.8.TL.6

Career Education: 9.2.8.CAP.12

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 Students watch the story of <i>Sadako and the 1000 Paper Cranes</i> . Get an overview of the UN and its declaration of World Peace Day on Sept 21st. @	Video and book <i>Sadako and The 1000 Paper Cranes</i>	Video or book	• Smart Board Applications • Google Applications
Week 2. Students learn how to fold the origami bird base.@	Teacher demonstration video	origami paper, Chromebooks	
Week 3 Students work collaboratively to fold the peace crane from bird base.			

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Week 4 Students research symbols associated with “Peace.”	Teacher-made presentation	Chromebooks	
Week 5. Students are introduced to ATP artistic planning skills. Create a painting, drawing or collage on the theme of Peace.	Teacher-made poster on ATP	pencils, paper, collage papers, paint,	
Week 6 Students review how to use a planning paper, plan a project and gather materials. practice the studio habit “Envision.”	Teacher-created planning sheet		
Week 7 Students mat selected artwork to photograph and upload to Artsonia website.	Artsonia Website	iPads	
Week 8 Students participate in a peer critique.	Teacher-created handout The Art Sandwich	completed artwork, handouts, pencils	
Week 9 Students practice working with digital tools Kleki and Sketchpad.	Teacher-made demonstration	Chromebooks	
Week 10 Students practice using Google drawing tools.			

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Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments. - Allow students to utilize online audio books, when appropriate.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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• Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Translate printed communications in native language for parents. • Hold conferences with translator present.		
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Quinton Township School District
Grade 6
Art

Marking Period:	2	Unit Title:	Exploring Color Theory and Expression	Pacing:	10 weeks
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Unit Summary: In this unit, sixth grade students dive into the fundamentals of color theory through hands-on mixing, painting, and creative exploration. They will learn to mix secondary, tertiary, tints, and shades from primary colors and apply this knowledge in creating color wheels and expressive artworks. Students explore color schemes such as monochromatic, warm/cool, analogous, and complementary, using them to convey mood and emotion. The unit also introduces abstract and non-objective art, culminating in a final painting that showcases their understanding of color and creative expression.

Objectives

- Week 1.** Mix secondary and tertiary colors from primary colors.
- Week 2.** Mix tints and shades of primary, secondary, and tertiary colors.
- Week 3.** Create a color wheel by mixing primary colors.
- Week 4.** Use a monochromatic color scheme to create artwork.
- Week 5.** Identify warm and cool colors, and define analogous colors.
- Week 6.** Use complementary colors schemes in an artwork.
- Week 7.** Create a painting using color to express mood or emotions.
- Week 8.** Identify color field painting as a style of abstract art.
- Week 9.** Distinguish the difference between abstract and non-objective painting.
- Week 10.** Demonstrate color theory in an abstract or non-objective painting.

Essential Questions:

How do artists use color?

How do artists use technology to create art?

NJSLS - Visual and Performing Arts 1.5.8.Re7, 1.5.8.Re8

Interdisciplinary Connections: W.IW.6.2, SL.PE.6.1, SL.UM.6.5, 6.3.8.CivicsPD.3, 6.3.8.CivicsPI.4

Career Readiness, Life Literacies, and Key Skills: 9.1.8.CR.2, 9.4.8.CI.2, 9.4.8.CI.3, 9.4.8.CI.4, 9.4.8.GCA.2

Computer Science and Design Thinking: 8.1.8.IC.1, 9.4.8.TL.6

Career Education: 9.2.8.CAP.12

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 Students practice color mixing using liquid tempera paint. Week 2 Mix tints and shades using liquid tempera paint. Week 3 Paint a creative color wheel using primary, secondary tertiary colors plus their tints and shades. Week 4 Create a painting using only 1	Teacher-made color wheel, color theory video	paint, paper assorted paint brushes	• Smart Board Applications • Google Applications

color plus its tints and shades with a choice of paint or digital art. Week 5 Watch a video on analogous color scheme and its effects on artwork. Create a drawing using analogous colors. Week 6 Students create art work of choice using a complementary color scheme. Week 7 Students watch a video on color and emotion then create a choice artwork that expresses emotion through color. Week 8 Students examine selected color field paintings then create a painting using elements of color field painting. Week 9 Students watch a video on the difference between representational, abstract and non objective painting. create artwork of choice in one of the categories. Week 10 Students create artwork of	Reproductions of color field artists such as Rothko and Frankenthaler Video	paint paper, Chromebooks color pencils, teacher handout paint, paper, oil pastels, color pencil. markers paint paper. mark making tools oil pastel color pencils, markers paper	
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choice using color theory concepts in an abstract or non objective artwork.			
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Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature

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instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	and culture.
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Marking Period:	3	Unit Title:	Visual Storytelling: Comics, Manga & Illuminated Letters	Pacing:	10 weeks
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Unit Summary: In this unit, students explore the intersection of visual art and text through the world of graphic novels, comics, manga, and illuminated letters. They will learn the structure and vocabulary of comic art, develop original characters, and use facial expressions and panels to tell dynamic stories. Students will also compare Western comics with Japanese manga and explore historical forms of illustrated text by creating illuminated letters inspired by medieval manuscripts like The Book of Kells. This unit blends creativity, storytelling, and design as students express narratives through both contemporary and historical art forms. () @

Objectives

Week 1. Identify the parts of a comic strip or graphic novel.

Week 2. Create an original comic book or graphic novel character.

Week 3 Distinguish the difference between a comic book, comic strip, graphic novel or comic book cover and create a template.

Week 4. Define and distinguish differences among comic book vocabulary: word bubble, thought cloud, emananta, panel, gutter.

Week 5. Show emotions in an original character using a variety of facial expressions.

Week 6. Identify manga as a form of graphic novel originating in Japan. Distinguish between Anime and Manga. @

Week 7. Use language arts with visual art to create an original comic book, comic strip, comic book cover.

Week 8. Identify illuminated letters as a medieval art form. Identify The Book of Kells as the oldest identified book in history. ()

Week 9. Demonstrate how to create an illuminated letter using printmaking and painting.

Week 10. Combine art and text in the form of an illuminated letter.

Essential Questions:

What are some of the ways artists tell stories?
How do artists use technology to create art?

NJSLS - Visual and Performing Arts 1.5.8.Cr1 1.5.8.Cr2 1.5.8.Pr6 1.5.8.Re7 1.5.8.Cn11

Interdisciplinary Connections: W.IW.6.2, SL.PE.6.1, SL.UM.6.5, 6.3.8.CivicsPD.3, 6.3.8.CivicsPI.4

Career Readiness, Life Literacies, and Key Skills: 9.1.8.CR.2, 9.4.8.CI.2, 9.4.8.CI.3, 9.4.8.CI.4, 9.4.8.GCA.2

Computer Science and Design Thinking: 8.1.8.IC.1, 9.4.8.TL.6

Career Education: 9.2.8.CAP.12

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 Students watch a presentation on the parts of a comic strip, comic book cover and a graphic novel. Week 2 Students design an original comic book or graphic novel character. Week 3 Students work on creating a template for a booklet or their comic book cover, comic strip or graphic novel.	video pre-made handouts examples of comic books, graphic novels and comic strip	Chromebooks pencils, pre-made templates	• Smart Board Applications • Google Applications

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Week 4 Students review vocabulary associated with comic books, comic strips or graphic novels. Work on an original comic book, comic strip or graphic novel. Week 5 Students work on adding facial expressions to their original characters. Week 6 Students watch a presentation on Manga and Anime and work on their original comic book, comic strip or graphic novel. @ Week 7 Students work on their original comic books, comic strips, or graphic novels. Week 8 Students watch videos on the history of illuminated manuscripts and illuminated letters. Practice drawing cursive lettering. () Week 9 Students practice printmaking using a letter template on a gelli printing plate.	Teacher-made word wall Teacher handout on comic facial expressions Examples of anime and manga Books on illuminated lettering, books on font styles, handouts on medieval lettering. Teacher demonstration Teacher-created example	paper pencils, color pencils, markers paper, pencils, markers gelli plates, water based ink, pre-made letters Printed letter, paint,	
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Week 10 Students create an illuminated letter and incorporate it into a short phase or poem.		paper	
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Assessments	
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Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
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• Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	relationships with people, societal institutions, nature and culture.
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Grade 6
Art

Marking Period:	4	Unit Title:	Stretch & Explore: Advanced Studio Practice	Pacing:	10 weeks
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Unit Summary: In this unit, students build independence and creativity through advanced studio experiences across a range of media, including painting, drawing, printmaking, fibers, collage, origami, and digital art. They will experiment with techniques like masking, neuropathic drawing, gelli printing, and observational sketching, while also exploring mixed media and 3D forms. With a focus on risk-taking and personal voice, students are encouraged to try new processes, make discoveries, and reflect on their work by writing an artist's statement for an artwork of their choice.

Objectives

Week 1. Demonstrate masking out painting technique to create negative space.

Week 2. Demonstrate neuropathic drawing techniques.

Week 3. Combine watercolor paint, watercolor pencils, and art media of choice to make a mixed-media picture.

Week 4. Print a radial design using foam and water based ink.

Week 5. Create a print with 3 registrations using gelli printing plates.

Week 6. Independently use the sewing center to create an “ugly doll” or small stuffed toy.

Week 7. Draw from observation of something from nature or from life or using a model.

Week 8. Use juxtaposition in a collage digital or paper.

Week 9. Fold a modular origami model. @

Week10. Write an artist's statement for an artwork of choice.

Essential Questions:

How do artists Stretch and Explore?

How do artists use technology to create art?

NJSLS - Visual and Performing Arts: 1.5.8.Cr1 1.5.8.Cr2 1.5.8.Cr3 1.5.8.Re9

Interdisciplinary Connections: W.IW.6.2, SL.PE.6.1, SL.UM.6.5, 6.3.8.CivicsPD.3, 6.3.8.CivicsPI.4

Career Readiness, Life Literacies, and Key Skills: 9.1.8.CR.2, 9.4.8.CI.2, 9.4.8.CI.3, 9.4.8.CI.4, 9.4.8.GCA.2

Computer Science and Design Thinking: 8.1.8.IC.1, 9.4.8.TL.6

Career Education: 9.2.8.CAP.12

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 Students use masking tape and paint to create negative space.	teacher demonstration	masking tape, paper, paint	• Smart Board Applications • Google Applications
Week 2 Use neuropathic doodling to create artwork.	video demonstration	pencil, pen, watercolor paint	
Week 3. Students use a multimedia approach for a painting, watercolor pencil, and permanent markers over a painted background.	teacher demonstration	watercolor paint, watercolor pencils, paper, sharpie markers	

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Week 4. Students create a pattern on foam that tessellates. Students use a foam printing process to create a print that demonstrates radial design.	reproductions of mandala art	styrofoam, printing ink, paper, brayers,	
Week 5 Students practice how to create registrations while printing on a gelli plate.	Teacher demonstration	gelli printing plates, water-based ink paper	
Week 6 Students demonstrate how to draw a pattern, cut out, sew, and stuff a small ugly doll or toy.	YouTube video	felt, sewing needle and thread, fiberfill stuffing	
Week 7 Students demonstrate drawing from observation using something from nature or a small object or their hands.	YouTube video on observational drawing	paper, graphite pencils	
Week 8 Students discuss various ways to show juxtaposition and create a collage using magazine images that are juxtaposed.	collage reproductions, teacher demonstration	paper, magazine images, glue, paper	
Week 9 Students practice folding modular origami models of choice.	teacher-created origami choice board	origami paper	
Week 10 Students choose one of their art works and create an artist's statement. Upload the artwork and	teacher-created artist statement template	template, pencils, Chromebook	

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statement to Artsonia website.			
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Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
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• Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	a positive academic role model. • Utilize graphic organizers.	
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