

WALLENPAUPACK AREA SCHOOL DISTRICT
Hawley, Pennsylvania

PLANNED COURSE CURRICULUM GUIDE

Course Details		Instructional Time	
Course / Grade:	6 th Grade Art	Type of Offering:	X <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective
Department:	Art	Length of Course:	<input type="checkbox"/> Marking Period (1/4 year) <input type="checkbox"/> Semester (1/2 year) <input type="checkbox"/> Year (1 full year)
Course # / Code:			X 22.5 Days/70 Minutes Per Day

	Date of Completion:	
	Date Adopted:	

Date of Revision:	May 15 th , 2023
Revision Author(s):	Heather Bannan. Tiffany Guzzo

Course Description – *a narrative of the entire course. Highlight major concepts addressed and the benefit for student completion.*

The 6th Grade Fine Art Curriculum teaches creativity, working individually and in groups. Students will learn appropriate processes for working with different types of materials and mediums, while emphasizing correct material handling, skill building, and individual creativity. Students will develop their skills through the materials and mediums as they complete the curriculum that is aligned with the PA Standards and National Standards.

Course Rationale – *highlight the purpose of this course and what makes it relevant.*

- Students will be able to perform basic reverse printmaking skills.
- Students will be able to draw from direct observation and shade a still life.
- Students will be able to create a work of art from geometric designs.
- Students will be able to draw a proportionate self-portrait and complete using the medium of their choice.
- Students will be able to explore watercolor painting techniques.
- Students will be able to create a 3-D sculpture utilizing the elements of art.

Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/Resources	Assessment
Print Making	9.1.8.A,B,C,H, J 9.2.8.B, C 9.3.8.A,B, C 9.4.8 A National Standards: Creating: 1, 2, 3 Performing/Presenting/ Producing: 4, 5, 6 Responding: 7, 8, 9 Connecting: 10 & 11	What can we do with different printmaking techniques to represent elements of art? How can tools and media be manipulated to create different printmaking grids? Why is it important to be able to make repetitive	Knowledge of materials- tools and reverse printing process Use of erasers to create prints Ability to create a final print on a grid and free design drawing Understanding of set up and clean-up of the process	Elements of Art: color, shape/form, line, texture, value, and space Principles of Art: repetition, proportion/scale, balance, contrast, emphasis/focal point, movement/rhythm, and unity/harmony Print Making: Reverse prints Symmetry/Asymmetry Pattern/repetition Stamping Grid Linoleum Cutter	Demonstration Handout/Artist References Project Examples Gum Erasers Tracing Paper Linoleum Cutter Crayola Washable Markers White/Colored Paper	Observations Student Participation Design Copies Oral Questioning Student Final Project

		<p>patterns within the printmaking media for personal art and everyday life?</p> <p>How do repetition, symmetry, printmaking, and mathematics apply to everyday life?</p> <p>How do you design stamps that are reverse prints?</p> <p>How can you incorporate stamp designs into a creative-colored pencil drawing?</p>			<p>Rulers</p> <p>Drawing Pencils</p> <p>Colored Pencils</p>	
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Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/ Resources	Assessment
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<p>Water Color Painting/ Mixed Media</p>	<p>9.1.8. A,B,C,H,J, 9.2.8 B,C 9.3.8. A,B</p> <p>National Standards: Creating: 1, 2, 3 Performing/Presenting/ Producing: 4, 5, 6 Responding: 7, 8, 9 Connecting: 10 & 11</p>	<p>How do we use brushes to create effects with watercolor?</p> <p>What does transparent mean and is watercolor transparent?</p> <p>In what ways can we apply the elements and principles of art to create a painting?</p> <p>Can you create bubble letters pierced with an object?</p> <p>What effect do color, texture, and style have on lettering.</p>	<p>Knowledge of materials- tools and paper</p> <p>Knowledge of medium-watercolor/mixed media</p> <p>Knowledge of techniques- Wet-on-wet, dry-on-wet, dry-on-dry, wet-on-dry, wax resist, bleeding, blending</p> <p>Knowledge of the process of a mixed media piece of art</p> <p>Knowledge of bubble letters and piercing with objects</p>	<p>Elements of Art: color, shape/form, line, texture, value, and space</p> <p>Principles of Art: repetition, proportion/scale, balance, contrast, emphasis/focal point, movement/rhythm, and unity/harmony</p> <p>Painting media: watercolor, watercolor brush, palette, watercolor paper</p> <p>Transparent</p> <p>Bubble Letters Piercing Objects Font, Grid</p> <p>Wet-on-wet, dry-on-wet, dry-on-dry, wet-on-dry, wax resist, bleeding, scratching, and blotting</p> <p>Color theory Warm/cool colors Primary, secondary, and intermediate/tertiary colors Complementary colors Neutral color Tint, tone, and shade</p>	<p>Demonstration</p> <p>Handouts/Artist References</p> <p>Drawing Pencils and Eraser</p> <p>Watercolor Paints</p> <p>Watercolor Paper</p> <p>Water Cans</p> <p>Watercolor Paint Brushes</p> <p>Samples of Completed Projects</p> <p>Oil Pastels</p> <p>Colored Pencils</p> <p>Paper Towels</p>	<p>Observations</p> <p>Student Participation</p> <p>Practice/Rough Draft Copy</p> <p>Oral Questioning</p> <p>Student Final Project</p> <p>Technique Sheets</p>
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Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/Resources	Assessment
Drawing/ Shading	<p>9.1.. A,B,C,D, E,H, 9.2.8 A,C, F G 9.3.8. A,C 9.4.8.A</p> <p>National Standards:</p> <p>Creating: 1, 2, 3</p> <p>Performing/Presenting/ Producing: 4, 5, 6</p> <p>Responding: 7, 8, 9</p> <p>Connecting: 10 & 11</p>	<p>How would you show highlight on an object with a direct light source?</p> <p>How would you show shadow on an object with a direct light source?</p> <p>How do we communicate ideas onto paper with drawing?</p> <p>How do we draw from imagination and from observation?</p> <p>What is a value scale?</p>	<p>Knowledge of creating value scales with pencil and colored pencils</p> <p>Knowledge of highlights, light source, and casting shadows</p> <p>Knowledge of contour drawing, placement, and proportions of still life objects</p> <p>Understanding of set up and clean-up of the process</p>	<p>Elements of Art: color, shape/form, line, texture, value, and space</p> <p>Principles of Art: repetition, proportion/scale, balance, contrast, emphasis/focal point, movement/rhythm, and unity/harmony</p> <p>Drawing media: pencil (range of values from 2H-8B), colored pencil.</p> <p>Drawing techniques: Shading value scale, subtractive (eraser), and blending.</p> <p>Still Life, contour, highlight, light source, shadow, cast shadow, proportion, placement.</p> <p>Foreground, middle ground, and background</p>	<p>Handouts</p> <p>Demonstration</p> <p>Pencil and Eraser</p> <p>Colored Pencils</p> <p>Paper</p> <p>Rulers</p> <p>Templates</p> <p>Blending Sticks</p> <p>Samples of Completed Projects</p> <p>Still life Objects</p>	<p>Observations</p> <p>Student Participation</p> <p>Practice/Rough Draft Copy</p> <p>Oral Questioning</p> <p>Student Final Project</p>

		What is a contour drawing?				
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Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/Resources	Assessment
Geometric Design	9.1.8. A,B,C,H 9.2.8 C 9.3.8. A,B National Standards: Creating: 1, 2, 3 Performing/Presenting/ Producing: 4, 5, 6 Responding: 7, 8, 9 Connecting: 10 & 11	What are geometric shapes? What is an asymmetric design? What is symmetric design? What is radial design? What is repeated design?	Use tools to create a geometric design Define geometric, symmetric, asymmetric, radial, and repeated design Effective color design, textures, patterns, and using proper medium techniques	Elements of Art: color, shape/form, line, texture, value, and space Principles of Art: repetition, proportion/scale, balance, contrast, emphasis/focal point, movement/rhythm, and unity/harmony Geometric Design: Geometric shapes, symmetric, asymmetric, radial, repeated, balanced, overlapping, variety, texture, pattern	Demonstration Handouts Samples of Completed Projects/Artists References Paper Pencils and Eraser Erasers Colored Pencils Markers French Curves Triangles Templates	Observations Student Participation Practice/Rough Draft Copy Oral Questioning Student Final Project

					Protractors	
					Rulers	

Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/Resources	Assessment
Sculpture	9.1.8. A,B,C,H,I,J,K 9.2.8 B,C 9.3.8. A,C 9.4.8. A National Standards: Creating: 1, 2, 3 Performing/Presenting/ Producing: 4, 5, 6 Responding: 7, 8, 9 Connecting: 10 & 11	What is sculpture? How do 3-D sculpture develop higher critical thinking skills? How can you attach cardboard/cardstock pieces together? How would you make the piece stand and be balanced? How would you apply color with this project?	Knowledge of creating a 3-D piece of art. Knowledge of building a 3-D structure, proportions, balance, and unity Define sculpture terminology Use of appropriate decorating techniques Ability to select paint colors, and monochromatic use	Elements of Art: color, shape/form, line, texture, value, and space Principles of Art: repetition, proportion/scale, balance, contrast, emphasis/focal point, movement/rhythm, and unity/harmony Sculpture: Paper/cardstock/cardboard, found and recycled materials, Balance, Dimensional, Space, Structure, Monochromatic, Unity	Demonstration Sample Works/Artist References Cardboard Cardstock Paper Glue Masking tape Hot Glue Found Objects/Materials Drawing Pencils and Eraser Paper	Observations Student Participation Oral Questioning Student Final Project

			Use of cardboard tools, cutters, and adhesives		Acrylic Paints and Brushes Cardboard Cutters/Scissors Craft Supplies	
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Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/Resources	Assessment
Self-Portrait	9.1.8. A,B,C,H,J, 9.2.8 B,C 9.3.8. A,B National Standards: Creating: 1, 2, 3 Performing/Presenting/ Producing: 4, 5, 6 Responding: 7, 8, 9 Connecting: 10 & 11	Can you map out a self-portrait with proper features and correct feature placement? Can you use different mediums to complete a self-portrait with correct proportions?	Knowledge of various materials Use of exploration of many mediums Ability to create a final project Understanding of set up and clean-up of the process	Elements of Art: color, shape/form, line, texture, value, and space Principles of Art: repetition, proportion/scale, balance, contrast, emphasis/focal point, movement/rhythm, and unity/harmony Facial Proportions Features Mapping Guidelines Tracing/Transfer Pupil, Iris	Demonstration Video Pencil, Eraser, Paper, Watercolor Paper, Colored Paper Handouts Mirrors/iPad Light Trace Table Colored Pencils, Markers, Pen & Ink,	Observations Student Participation Practice/Rough Draft Copy Oral Questioning Student Final Project

				Symmetry Transparent Textures and Details Unique Background and Foreground	Magazines, Chalk, Watercolors, Watercolor Pencils	
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