Little Egg Harbor School District
Curriculum Guide

Art: Grade 6

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Little Egg Harbor School District Curriculum Guide

Grade: 6th	**Content Area: Visual Arts**

Original Adoption: September 20, 2022
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Recommended Pacing Guide	
Unit 1: Creating & Presenting	**15 - 25 days throughout**
Unit 2: Responding & Connecting	**15 - 25 days throughout**

The NJSLS-VPA are comprised of artistic processes, anchor standards, practices, and performance expectations of the NJSLS-VPA. The artistic processes: creating, performing/presenting/producing, responding, and connecting, are the foundation for developing artistic literacy and fluency in the arts. These processes are the cognitive and physical actions by which arts learning and making are realized across the five arts disciplines.

Eleven anchor standards describe the general knowledge and skills that students are to demonstrate throughout their education in the arts. These anchor standards are parallel across arts disciplines and serve as the tangible educational expression of artistic literacy. As illustrated below, each of the anchor standards is derived from one of the five artistic processes.

Creating

- Anchor Standard 1: Conceptualizing and generating ideas.
- Anchor Standard 2: Organizing and developing ideas.
- Anchor Standard 3: Refining and completing products.

Performing/Presenting/Producing

- Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 5: Selecting, analyzing and interpreting work.
- Anchor Standard 6: Conveying meaning through art.

Responding

- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 8: Applying criteria to evaluate products.
- Anchor Standard 9: Interpreting intent and meaning.

Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

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- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Suggested Accommodations For All Units

Multilingual Learners:
- Provide clear and specific directions
- Model directions and provide gestures to increase understanding
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Provide immediate praise and feedback

Special Education/504 Plans/Students with Disabilities:
- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan

Gifted and Talented:
- Student developed extension activities
- Self centered curriculum allowing for student choice
- Provide a complex physical environment with access to lots of materials, reference books, textures, and colors
- Promote creativity and critical thinking

Students in Need of Academic Support:
- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Economically Disadvantaged:
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:
- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Provide visuals

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of AfricanAmericans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The

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instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Unit 1: Creating & Presenting	Duration: 15-25 Days

Performance Expectations

Anchor 1
● 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. ● 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
Anchor 2
1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process. ● 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics. ● 1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
Anchor 3
1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

MEDIA ARTS

Anchor Standard 1: Conceptualizing and generating ideas.

Enduring Understanding: Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.

Essential Questions: How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?

1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.
1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.
1.2.8.Cr1c: Critique

Anchor Standard 2: Organizing and developing ideas.
Enduring Understanding: Media artists plan, organize, and develop creative ideas that can effectively realize the artistic intent and communicate meaning.

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Essential Questions:
How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?

1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.
1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.

Anchor Standard 3: Refining and completing products

Enduring Understanding:
The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks.

Essential Questions:
How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?
1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.
1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.

Primary Interdisciplinary Connections:

ELA Standards

- RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
  C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
  D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
- SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Math Standards

- Statistics and Probability- 6.SP.B. Summarize and describe distributions

History Connection

- (6.1.5.GeoGI.1-4) Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental

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- (2.1.5.EH.3-4) Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations
- Creativity as an emotional wellness activity. Studies indicate that creative expression and exposure to the arts have wide-ranging effects on cognitive and psychosocial health (2.1.5.EH.3 & 2.1.5.EH.4)

Computer Science and Design Thinking Standards:

- 8.1.8.AP.7: Design programs, incorporating existing code, media, and libraries, and give attribution.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- Work productively in teams while using cultural/global competence: Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Student Learning	
Formative Tasks: ● Analyze works of art that place emphasis on structural arrangement. ● Communicate ideas about the personal and social value of art. ● Individually or collaboratively create two and three dimensional works of art employing the elements and principles of art.	**Alternative Assessments:** ● Teacher Check-In Notes ● Group/individual oral assessment ● Class critique ● Self-Assessment ● Class Participation ● Rubric/checklist for completion and understanding
Summative Assessments: ● Signing (student's name using the hand) ● Shoe (observation/life characteristics from wear) ● Elements of Art handout Advertisement (assess/economics) ● Closure (line/overlap) ● Golden Mean (history/math/proportion) ● Value wash ● Mosaic ● Room perspective/floor plan (grid) ● Clay mug with handle ● Figural analogies ● Font/poster/collaboration (School Field Day) ● FlipGrid explaining their art piece	**Benchmark Assessments:** ● Oral review of techniques and vocabulary

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(* Projects used for summative assessments may vary from year to year)	
Knowledge & Skills	
Enduring Understandings: ● Art can be evaluated by the way the parts are arranged, composed or formed. The elements of art can be used to create meaning in the artwork. ● Emphasis on one or more elements in an art piece can elicit or create an emotional response. ● Artists can influence the world with their art. ● Art has a social impact.	**Essential Questions:** ● Who determines the meaning of art? ● What does art add to your life? ● How can artists use their art to create change?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: ● The Art of Education The Art of Education ● Deep Space Sparkle Deep Space Sparkle ● Cassie Stephens Cassie Stephens ● **TinkCAD** Tinkercad ● **Artsonia** https://www.artsonia.com/	**Varied Levels of Text:** ● Newsela ● CommonLit ● ReadWorks ● EPIC

Unit 2: **Responding & Connecting**	**Duration:15 - 25 Days**

Standards/Learning Targets
New Jersey Student Learning Focus Standards: ● 1.1 The Creative Process: ● 1.2 History of the Arts and Culture: ● 1.3 Performance ● 1.4A Aesthetic Responses ● 1.4B Critique Methodologies
New Jersey Student Learning Supporting Standards: ● 1.1 The Creative Process: ○ 1.1.8.D.1

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- 1.1.8.D.2
- 1.2 History of the Arts and Culture:
  - 1.2.8.A.2
- 1.3 Performance:
  - 1.3.8.D.1
  - 1.3.8.D.2
  - 1.3.8.D.3
  - 1.3.8.D.4
  - 1.3.8.D.5
  - 1.3.8.D.6
- 1.4A Aesthetic Responses & Critique Methodologies
  - 1.4.8.A.1
  - 1.4.8.A.3
  - 1.4.8.A.4
  - 1.4.8.A.5
  - 1.4.8.A.6

Primary Interdisciplinary Connections:
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  C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
  D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
- SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Math Standards

- Statistics and Probability- 6.SP.B. Summarize and describe distributions

Computer Science and Design Thinking Standards:

- 8.1.8.AP.7: Design programs, incorporating existing code, media, and libraries, and give attribution.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

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Career Readiness, Life Literacies, and Key Skills:

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- Work productively in teams while using cultural/global competence: Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Student Learning

Formative Tasks:

- Describe the emotional significance conveyed in the application of the elements of art and principles of design in the artist's work.
- Reflect on the variety of art samples representing important ideas.
- Create a variety of art pieces using the art methodology to express ideas.

Alternative Assessments:

- Teacher Check-In Notes
- Group/individual oral assessment
- Class critique
- Self-Assessment
- Class Participation
- Rubric/checklist for completion and understanding

Summative Assessments:

- Illuminated letter
- Clay gargoyle (form)
- Clay rattle (symbolism/culture)
- Arcimboldo (surreal)
- Visual Haiku
- Contour line/Relief (repousse)
- Ethiopian scroll Aboriginal art
- Adinkra (print/pattern)

(* Projects used for summative assessments may vary from year to year)

Benchmark Assessments:

- Oral review of techniques and vocabulary

Knowledge & Skills

Enduring Understandings:

- Artists use the elements for art to create art by themselves or with other artists.
- Art materials have specific physical characteristics that can be identified and selected for specific purposes.
- The elements of art can be used to create meaning in the artwork.
- Artists can express their feelings about issues through their art.

Essential Questions:

- Why do artists create?
- How do artists select their materials?
- How can the elements add emotional meaning to the art piece?

Core Instructional & Supplemental Materials

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Suggested Activities/Resources:	**Varied Levels of Text:**
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