

Marking Period 1 (MPI)	General Art Curriculum Pacing Guide -Grade: 6
<b>MP 1</b>  <b>Standards for Art Content</b>	<ul style="list-style-type: none"> <li>• <b>•1.1.5–8.Cr1</b> Generate artistic ideas through observation and imagination</li> <li>• <b>•1.1.5–8.Cr2</b> Use tools, materials, and elements of art to experiment and express ideas</li> <li>• <b>•1.1.5–8.Cr3</b> Reflect on artwork and explain artistic choices</li> <li>• <b>•1.2.5–8.Cr1</b> Plan artwork using sketches and resources</li> <li>• <b>•1.2.5–8.Cr2</b> Revise artwork during the creative process</li> <li>• <b>•1.7.5–8.Cr1</b> Demonstrate craftsmanship and control</li> <li>• <b>•1.7.5–8.Cr2</b> Use 2-D and 3-D media effectively</li> <li>• <b>•1.3.5–8.Pr1</b> Safe handling and presentation of artwork</li> <li>• <b>•1.3.5–8.Pr2</b> Explain choices for displaying art</li> <li>• <b>•1.4.5–8.Re1</b> Observe and describe using art vocabulary</li> <li>• <b>•1.4.5–8.Re2</b> Interpret meaning and emotion</li> <li>• <b>•1.5.5–8.Re1</b> Ask questions about artwork</li> <li>• <b>•1.5.5–8.Re2</b> Compare art across cultures and time</li> </ul>
<b>MP 1</b>  <b>Topics</b>	<p>Students review essential elements and principles, establish expectations for craftsmanship, and practice process-based drawing: planning sketches, proportion checks, and iterative improvement.</p> <p>Students study how cylinders, cubes, spheres, cones, and prisms act as building blocks for accurate drawings of figures, objects, architectural forms, and nature. Multiple-view sketches are introduced</p> <p>Students examine the proportions of the human body, gesture lines, joint alignment, head-to-body ratios, and simplified mannequin structures for figure drawing.</p> <p>Students study facial structure including eye spacing, nose alignment, symmetrical relationships, and bone landmarks. Portraits may include cultural attire, symbolic elements, or heritage-based identity details.</p> <p>Students practice highlight/core shadow/cast shadow/reflected light within still-life and portrait work. Techniques include gradient shading, hatching, cross-hatching, stippling, blending, and tonal layering.</p> <p>Students conduct deeper observational work from objects, still-life arrangements, nature, and architectural forms, applying two-point perspective, proportion, structure, and value.</p> <p>Students analyze works by artists such as:</p>

	<ul style="list-style-type: none"> <li>• Kehinde Wiley</li> <li>• Bisa Butler</li> <li>• Charles White</li> <li>• Faith Ringgold</li> <li>• Jacob Lawrence</li> <li>• Alma Thomas</li> <li>• Frida Kahlo</li> <li>• Romare Bearden</li> </ul> <p>Focus includes drawing as cultural record, identity statement, historical document, and reflection of lived experience.</p> <p>Students create a culminating drawing that synthesizes:</p> <ul style="list-style-type: none"> <li>• proportional accuracy</li> <li>• structural foundations</li> <li>• portrait or figure elements</li> <li>• shading and full value range</li> <li>• two-point perspective or setting</li> <li>• cultural symbolism or heritage storytelling</li> </ul> <p>Students critique, present, and reflect on artistic intent, formal choices, and deeper cultural meaning</p>
<p><b>MP 1</b></p> <p><b>Skills- Concepts</b></p>	<ul style="list-style-type: none"> <li>• <b>Advanced Drawing Concepts &amp; Realism:</b> Students apply elements and principles of design, structural forms, human and facial proportion, light logic, full-value range, and combined perspective techniques to create accurate, dimensional drawings.</li> <li>• <b>Technical Skill, Observation &amp; Craftsmanship:</b> Students produce confident contour lines, control shading methods, measure proportion, analyze structure through observation, and refine work through planning, revision, and precise craftsmanship.</li> <li>• <b>Composition, Space &amp; Visual Communication:</b> Students organize foreground, mid-ground, and background using perspective rules, contrast, balance, and focal points to communicate depth, realism, and artistic intent.</li> <li>• <b>Cultural Storytelling, Critical Thinking &amp; SEL:</b> Students incorporate cultural motifs and heritage narratives (Amistad aligned), analyze and critique artwork using academic vocabulary, reflect on revisions, and build empathy, perseverance, and personal voice through visual expression.</li> </ul>

**MP 1**

**Core Materials**

**Drawing Tools**

- Graphite pencils in a full range (HB, 2B, 4B, 6B) for structural sketching and value rendering
- Standard #2 pencils for warm-ups, planning sketches, and proportion mapping
- Black fine-tip drawing pens/markers for final contour, line emphasis, and contrast
- Erasers:
  - kneaded (lightening and lifting graphite in shading areas)
  - vinyl/block (clean, sharp corrections)
  - eraser caps (precise detail clean-ups)
- Colored pencils (expanded palette) for pattern symbolism and cultural color studies
- Oil pastels (optional) for expressive accents, cultural patterns, and bold value

**Paper and Surfaces**

- Heavy-weight white drawing paper (9x12 and 12x18) for portraits, perspective work, and final compositions
- Sketchbooks/journals for:
  - observational studies
  - gesture and proportion exercises
  - cultural notes and reflection writing
  - thumbnail planning
- Manila or newsprint paper for warm-ups, proportion drills, and process sketching
- Grid paper for:
  - proportion correction
  - two-point perspective layout
  - angle measurement
- Black construction paper for contrast, highlight work, and negative-space studies

**Measurement and Perspective Tools**

- Transparent rulers for horizon lines, angles, vanishing guides, and architectural shaping
- Angle reference tools or visual guides for measuring tilt and joint alignment
- Printed perspective reference sheets demonstrating:
  - two-point perspective
  - vanishing point diagrams
  - horizon alignment
- Value scales and shading reference charts

Marking Period 2 (MPII)	General Art Curriculum Pacing Guide -Grade: 6
<p><b>MP 2</b></p> <p><b>Standards for Art Content</b></p>	<ul style="list-style-type: none"> <li>• <b>VA:Cr1.1.6</b> Students apply strategies to brainstorm and develop ideas for artworks.</li> <li>• <b>VA:Cr2.1.6</b> Students use various techniques, processes, and materials to create finished artwork that communicates a theme or idea.</li> <li>• <b>VA:Cr3.1.6</b> Students reflect and revise artwork based on feedback and artistic goals.</li> <li>• <b>VA:Pr4.1.6</b> Students analyze how display and context influence the meaning of artwork.</li> <li>• <b>VA:Re7.1.6</b> Students analyze how artists use elements and principles to communicate ideas.</li> <li>• <b>VA:Re8.1.6</b> Students interpret artwork based on evidence, context, and personal understanding.</li> <li>• <b>VA:Cn10.1.6</b> Students create artwork that communicates personal interests, current events, and cultural ideas.</li> <li>• <b>VA:Cn11.1.6</b> Students explain how artwork reflects time, place, culture, and historical context.</li> </ul>
<p><b>MP 2</b></p> <p><b>Topics</b></p>	<p>Painting tools, safety, and technique review</p> <p>Color theory (complementary, analogous)</p> <p>Value, shading, and depth</p> <p>Composition and focal point</p> <p>Painting objects &amp; observational details</p> <p>Cultural or global themes in painting</p> <p>Mood and expressive color</p> <p>Peer critique and revision</p> <p>Artist influences and personal meaning</p> <p>Display and artist statement</p>
<p><b>MP 2</b></p> <p><b>Skills- Concepts</b></p>	<ul style="list-style-type: none"> <li>• <b>Painting Techniques &amp; Visual Depth:</b> Students apply blending, shading, value, brush control, and light/shadow to create realistic form, depth, and clear focal points.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Artistic Concepts &amp; Meaning:</b> Students use expressive color, composition, and artist influences to communicate ideas connected to culture, history, identity, and personal narrative.</li> <li>• <b>Creative Process &amp; Revision:</b> Students engage in self-assessment, intentional revision, and refinement to strengthen artistic quality and clarity.</li> <li>• <b>Communication, Critique &amp; SEL:</b> Students provide peer feedback, explain artistic decisions, respect cultural perspectives, and collaborate thoughtfully in artistic discussions.</li> </ul>
<p><b>MP 2</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Tempera, watercolor, or acrylic paint</li> <li>• Variety of brushes</li> <li>• Mixing palettes</li> <li>• Heavy paper or canvas board</li> <li>• Visual references (cultural, global, historical)</li> <li>• Smocks/aprons</li> <li>• Planning sketches</li> </ul>

<b>Marking Period 3 (MP3)</b>	<b>General Art Curriculum Pacing Guide -Grade: 6</b>
<b>MP 3</b>  <b>Standards for Art Content</b>	<ul style="list-style-type: none"> <li>• <b>VA:Cr1.1.6</b> Students apply imagination and observation to generate sculptural ideas and preliminary plans.</li> <li>• <b>VA:Cr2.1.6</b> Students use tools, techniques, and materials to construct expressive three-dimensional artworks.</li> <li>• <b>VA:Cr3.1.6</b> Students revise sculpture based on reflection, critique, and design goals.</li> <li>• <b>VA:Pr4.1.6</b> Students determine how presentation, placement, and viewpoint affect the interpretation of sculpture.</li> <li>• <b>VA:Re7.1.6</b> Students explain how form, space, and texture express ideas in sculpture.</li> <li>• <b>VA:Re8.1.6</b> Students interpret meaning in sculpture using subject matter and design elements.</li> <li>• <b>VA:Cn10.1.6</b> Students relate sculpture to personal ideas and experiences.</li> <li>• <b>VA:Cn11.1.6</b> Students study sculpture from different cultures, histories, and environments.</li> </ul>
<b>MP 3</b>  <b>Topics</b>	<p>Sculpture in history and culture</p> <p>Form vs. shape</p> <p>Paper and cardboard structure</p> <p>Clay and modeling techniques</p> <p>Joining parts and reinforcing structure</p> <p>Balance and support</p> <p>Texture and surface treatment</p> <p>Finishing and painting</p> <p>Artist statements (purpose, concept)</p> <p>Display and critique</p>
<b>MP 3</b>  <b>Skills- Concepts</b>	<p><b>Sculptural Planning, Construction &amp; Structural Techniques:</b></p> <p>Students develop sculpture skills through planning and sketching designs, modeling and forming materials, securely attaching components, and strengthening structures to ensure stability and durability.</p>

	<p><b>Three-Dimensional Form, Balance &amp; Spatial Awareness:</b>          Students explore sculptural concepts including form, structure, balance, and the use of space while understanding stability, support systems, and the relationship between decorative and structural elements.</p> <p><b>Surface Development, Texture &amp; Material Exploration:</b>          Students apply surface texture and finishing techniques while making intentional material choices that enhance both structural integrity and visual impact.</p> <p><b>Artistic Expression, Cultural Connections &amp; Meaning:</b>          Students recognize how sculpture communicates stories and ideas, examine how artists use materials intentionally, and understand how sculpture reflects cultural context and historical influence.</p>
<p><b>MP 3</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Air-dry clay</li> <li>• Cardboard, paperboard</li> <li>• Glue, tape</li> <li>• Texture tools</li> <li>• Mixed media</li> <li>• Paint</li> <li>• Images of sculpture and cultural examples</li> </ul>

Marking Period 4 (MPIV)	General Art Curriculum Pacing Guide -Grade: 6
<p><b>MP 4</b></p> <p><b>Standards for Art Content</b></p>	<ul style="list-style-type: none"> <li>• <b>VA:Cr1.1.6</b> Students generate textile and craft ideas using observation, personal experiences, cultural influences, and research.</li> <li>• <b>VA:Cr2.1.6</b> Students apply textile techniques such as weaving, stitching, knotting, dyeing, wrapping, or assembling with purposeful material and tool selection.</li> <li>• <b>VA:Cr3.1.6</b> Students revise textile artworks through critique and reflection to improve craftsmanship, structure, and clarity of design.</li> <li>• <b>VA:Pr4.1.6</b> Students consider how scale, arrangement, and context influence the presentation and interpretation of textile works.</li> <li>• <b>VA:Re7.1.6</b> Students analyze how patterns, textures, colors, and materials communicate meaning in textile arts.</li> <li>• <b>VA:Re8.1.6</b> Students interpret cultural, personal, or symbolic meaning in textile artwork using evidence from artistic choices.</li> <li>• <b>VA:Cn10.1.6</b> Students relate their textile creations to personal identity, cultural heritage, or social themes.</li> <li>• <b>VA:Cn11.1.6</b> Students compare textile traditions from global cultures, examining how geography, history, and community influence materials and design.</li> </ul>
<p><b>MP 4</b></p> <p><b>Topics</b></p>	<p>Introduction to global textiles (patterns, symbolism, purpose)</p> <p>Exploring fiber, texture, and color relationships</p> <p>Paper weaving review, moving into complex patterns</p> <p>Yarn weaving with loom (color blending, pattern variation)</p> <p>Stitching techniques (running stitch, whip stitch, decorative stitching)</p> <p>Fabric collage and layered textile images</p> <p>Cultural motifs in textile art (symbols, shapes, meaning)</p> <p>Embellishment techniques (beads, embroidery thread, surface detail)</p> <p>Artist statements: explaining symbolism and design choices</p> <p>Display, critique, and reflection</p>



<p><b>MP 4</b></p> <p><b>Skills- Concepts</b></p>	<p><b>Advanced Textile Construction &amp; Craftsmanship:</b> Students apply complex weaving techniques, stitching, textile assembly, layering, and embellishment while planning and executing structured textile designs with strong craftsmanship and refined finishing details.</p> <p><b>Pattern Structure, Texture &amp; Material Awareness:</b> Students explore grid systems, repetition, symmetry, motifs, and varied textures while analyzing how fiber properties and material choices influence durability, surface quality, and design outcomes.</p> <p><b>Symbolism, Function &amp; Cultural Storytelling:</b> Students examine fiber art as a form of cultural storytelling, incorporating symbolic imagery and understanding the relationship between functional and decorative textile traditions.</p> <p><b>Cultural Identity, Environment &amp; Artistic Intent:</b> Students recognize that textiles reflect community, environment, and historical practice, and understand how careful construction, material selection, and design decisions communicate meaning and cultural identity.</p>
<p><b>MP 4</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Yarn, thread, embroidery floss</li> <li>• Cardboard weaving looms</li> <li>• Fabric scraps, felt sheets</li> <li>• Plastic needles</li> <li>• Beads, sequins, decorative fibers</li> <li>• Dye-safe markers or fabric-safe paint (optional)</li> <li>• Glue sticks</li> <li>• Visual examples of world textiles (Navajo weaving, African kente cloth, Indian block prints, Peruvian textiles, quilts, etc.)</li> </ul>