

Teacher: Core Art Grade 6

Course: Art Grade 6

Year: 2018-19

Month: All Months

S Greek pottery

e Essential Questions

Content

p Can art be an agent for social change?

paper folding

t What can art tell us about different cultures?

history of the peace crane

e

International peace day

m

how to fold an origami peace crane

b

e

r

O anti verbal bullying poster

Essential Questions		Content
c	Can art be an agent for social change?	poster design

o anti verbal bullying awarness

b visual imagery for verbal bullying  
e how to create a effective poster against verbal bullying

r Greek pottery

Essential Questions		Content
	Can Art tell a story?	Greek Pottery web activity

What can art tell us about different cultures?

crayon etching

research of Greek vase shapes

how to make a border design of simulated mosaics

N color theory

Essential Questions		Content
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v What are the art elements? primary colors,secondary color,tertiary color

e

m What is positive and negative space? tints and shades

b

e positive and negative space

r

Essential Questions

Content

D color theory

e Essential Questions Content

c What are the art elements? primary colors,secondary color,tertiary color

e

m What is positive and negative space? tints and shades

b

e positive and negative space

r

J color theory

a Essential Questions Content

n What are the art elements? primary colors,secondary color,tertiary color

u

a What is positive and negative space? tints and shades

r

y positive and negative space

F monochromatic portrait

e Essential Questions

Content

b What are the elements of art?

three quarter view profile portraiture

r What is the difference between abstract and representational portraits?

oil pastel blending

u

image transfer process

a

how to blend tints and shades

r

Historical portrait exploration

y

M Color Theory

a	Essential Questions	Content
r	What are the art elements?	repeated design through the use of a template
c		warm color design planning
h	What is a landscape?	cool color design planning
		complementary color planning

A Color Theory

p	Essential Questions	Content
r	What are the art elements?	complementary colors
i	What are the design principles?	ripped paper collage
l		design principles emphasis, unity, balance
	Comic book cover	
	Essential Questions	Content
	How can we represent emotion in a drawing or painting?	design of an original comic book character
		how to draw at least 2 different character expressions

layout of a comic book cover

principles of design

M Cleaner and Greener Energy

a Essential Questions

Content

y How can we use recycled materials in a work of art?

established artists who work with recycled materials

Can art be an agent for social change?

accordion book structures

how to use recycled materials as art supplies

Comic book cover

Essential Questions

Content

J Cleaner and Greener Energy

u Essential Questions

Content

n How can we use recycled materials in a work of art?

established artists who work with recycled materials

e Can art be an agent for social change?

accordion book structures

how to use recycled materials as art supplies



Skills	Assessments	Lessons	Resources
<ol style="list-style-type: none"> <li>1. Students will be able to recognize the story of Sadako</li> <li>2. Students will be able to follow directions to fold the origami crane</li> <li>3. Students will recognize the crane as a symbol of Peace in world culture</li> <li>4. Students will participate in a Peace Crane exchange with students in another school</li> </ol>	<p>Origami Peace Crane 9/30/2017 Formative: View for Understanding Summative: Completed crane</p>		<p>origami paper folding directions</p>

Skills	Assessments	Lessons	Resources
students will brainstorm ideas on visual imagery for verbal bullying	Verbal Bullying Poster 10/15/2017 Formative View for Understanding Summative: Completed poster		paper art supplies of choice
students will use art elements and design principles to create an effective poster against verbal bullying			

Skills	Assessments	Lessons	Resources
Students will complete a teacher made web quest on Greek pottery designs	Greek Pottery 10/30/2017 Formative: View for Understanding Summative: Completed etching		computers for webquest
Students will draw a narrative picture for a crayon etching of a vase based on Greek pottery			paper crayon paint
students will prepare a board for crayon etching by applying a heavy coat of oil pastel followed by black tempera paint			
students will use both narrative drawing and geometric designs on their crayon etching			
students will mount their completed crayon etching and create a border made of cut paper mosaics			

Skills	Assessments	Lessons	Resources
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Students will be able to mix secondary colors from primary colors

Color Theory 11/15/2017 Formative: View for Understanding Summative: Completed color wheel

paint paper  
color wheel

Students will be able to mix tertiary colors from primary and secondary colors

Students will be able to use rulers and triangle to construct a grid with 12 equal spaces

Students will create a 3 inch template that has positive and negative space.

Students will paint the color wheel in a grid format

Skills

Assessments

Lessons

Resources

Skills	Assessments	Lessons	Resources
Students will be able to mix secondary colors from primary colors	Color Theory 12/30/2017 Formative: View for understanding Summative: completed color wheel		paper paint color wheel
Students will be able to mix tertiary colors from primary and secondary colors			
Students will be able to use rulers and triangle to construct a grid with 12 equal spaces			
Students will create a 3 inch template that has positive and negative space.			
Students will paint the color wheel in a grid format			

Skills	Assessments	Lessons	Resources
Students will be able to mix secondary colors from primary colors	Color Theory 1/15/2017		paper paint color wheel
	Benchmark Assessment 1/27/2017		
Students will be able to mix tertiary colors from primary and secondary colors			
Students will be able to use rulers and triangle to construct a grid with 12 equal spaces			

Students will create a 3 inch template that has positive and negative space.

Students will paint the color wheel in a grid format

Skills	Assessments	Lessons	Resources
Students will be able to correctly place facial features in a three quarter view portrait	Monochromatic Portraits 2/27/2017 Formative View for Understanding Summative Completed monochromatic drawing		oil pastel portrait handout paper

Students will be able to distinguish between abstract and representational portraits.

Students will be able to identify a monochromatic color scheme.

students will be able to demonstrate a transfer process

Students will be able to blend oil pastel to create tints and shades of 3 selected color

paper

Skills	Assessments	Lessons	Resources
Students will create a simple template to simulate a mountain landscape Students will be able to use their created templates to sketch a mountain landscape	Color Theory 3/30/2017 Formative View for Understanding Summative: Completed landscape		
Students will use color theory elements to finish repeated landscape designs. a. warm color landscape b. cool color landscape. c.complementary color landscape. d.free choice color combination			

Skills	Assessments	Lessons	Resources
Students will use design principles of emphasis, unity and balance in a collage Students will create a ripped paper collage using a complementary color combination.	Color Theory 4/17/2017 Formative: View for Understanding Summative: Completed complementary landscape		paper construction paper glue

Skills	Assessments	Lessons	Resources
Students will create an original comic book character	Comic Book Cover 4/30/2017 Formative View for Understanding Summative completed book and rubric		paper facial expressions handout art
Students will use a teacher handout to give expressions to their comic book character	Benchmark Assessment 4/22/2017		supplies of choice

Students will use design principles to complete a cover for an original comic book character

Skills	Assessments	Lessons	Resources
<p>students will use the internet to research artists who use recycled materials in their art work.</p> <p>students will be able to use brown paper bags and cardboard to create a book</p> <p>students will be able to identify accordion book structure.</p> <p>students will be able to make an accordion book from recycled materials</p> <p>students will use researched information on artists who use recycled materials as content for their book.</p>	<p>Book Arts 5/29/2017 Formative View for Understanding Summative Completed recycled book</p>		<p>paper bags cardboard glue art supplies of choice</p>

Skills	Assessments	Lessons	Resources
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Skills	Assessments	Lessons	Resources
<p>students will use the internet to research artists who use recycled materials in their art work.</p> <p>students will be able to use brown paper bags and cardboard to create a book</p> <p>students will be able to identify accordion book structure.</p> <p>students will be able to make an accordion book from recycled materials</p>	<p>Book Arts Cleaner and Greener 6/15/2017 Formative View for Understanding Summative: Completed book</p>		<p>paper bags cardboard glue art supplies of choice</p>

students will use researched information on artists who use recycled materials as content for their book.

Standards	Special Education Differentiation (for all units)	ELL (for all units)
1.1.8.D.2-Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.	Modify and accommodate as listed in student's IEP or 504 plan	Provide English/Spanish dictionary for use
1.2.8.A.1-Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.	Communicate directions clearly and concisely and repeat, reword, modify as necessary	Learn/Utilize/Display some words in the students' native language
1.2.8.A.2-Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.	Utilize open-ended questioning techniques	Utilize formative assessments to drive student instruction
1.2.8.A.3-Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.	Chunk tasks into smaller components	Establish a consistent and daily routine
1.3.8.D.1-Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).	Provide step-by-step instructions	
1.3.8.D.5-Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.	Model and use visuals as often as possible	
1.4.8.A.1-Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.	Create rubrics/allow students to assist with task, so that all are aware of expectations	
1.4.8.A.2-Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.	Create modified assessments	
1.4.8.A.4-Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.	Provide individualized assistance as necessary	

1.4.8.A.5-Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

1.4.8.A.7-Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

Allow for group work (strategically selected) and collaboration as necessary

Utilize assistive technology as appropriate

Provide meaningful feedback and utilize teachable moments

Utilize auditory reminders as deemed necessary

Establish a consistent and daily routine

#### Standards

1.3.8.D.2-Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

1.3.8.D.6-Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.

#### Standards

1.3.8.D.3-Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.

1.3.8.D.4-Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.

1.3.8.D.5-Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.

1.3.8.D.6-Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.

#### Standards

1.3.8.D.6-Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.

1.4.8.A.2-Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.B.1-Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

1.4.8.B.2-Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

## Standards

1.3.8.D.3-Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.

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1.3.8.D.6-Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.

## Standards

1.3.8.D.2-Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

1.3.8.D.6-Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.

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1.3.8.D.6-Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.

## Standards

1.3.8.D.1-Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

1.3.8.D.2-Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

1.3.8.D.3-Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.

1.3.8.D.4-Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.

1.3.8.D.6-Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.

1.4.8.A.1-Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.

1.4.8.A.3-Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

1.4.8.A.6-Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.

1.4.8.B.2-Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

1.4.8.B.3-Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

#### Standards

1.4.8.A.2-Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

1.3.8.D.2-Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

#### Standards

1.3.8.D.3-Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.

#### Standards

1.3.8.D.4-Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.

1.3.8.D.6-Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.

1.4.8.A.3-Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

#### Standards

1.2.8.A.1-Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.

1.2.8.A.2-Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.8.A.3-Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

#### Standards

#### Standards

1.2.8.A.1-Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.

1.2.8.A.2-Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.8.A.3-Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.



**At Risk (for all units)**

Make modifications to instructional plans based on I&RS plans

**Gifted and Talented (for all units)**

Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowlege and/or generate new knowledge

Develop a record system to encourage good behavior and completion of work

Establish a consistent and daily routine













