

Quinton Township School District

Art Grade 6
Pacing Chart/Curriculum MAP

Marking Period:	1	Unit Title:	Working Thematically in centers	Pacing:	10 weeks
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Unit Summary: collaboration, origami, themes, working in centers including digital art .

Objectives

Week 1 SWBAT identify September 21st as World Peace day. Identify the origami crane as a cultural symbol of peace

Week 2 SWBAT fold the origami bird base and identify the bird base as a starting point for many origami models

Week 3 SWBAT work collaboratively and fold a origami peace crane

Week 4. SWBAT use symbols and art materials of choice in an artwork on the theme of “peace”

Week 5 SWBAT use artistic planning skills to brainstorm ideas and plan art work on a theme such as peace, autumn, weather, ect

Week 6 SWBAT Plan artwork using a planning sheet, gather materials and return to the correct center

Week 7 SWBAT Complete artwork, mat, photograph and upload to Artsonia website.

Week 8 SWBAT participate in a peer to peer critique

Week 9 SWBAT use digital tools to assist in art planning or create on a digital platform Kleki and Sketchpad

Week 10 SWBAT demonstrate tools on Google drawing platform.

Essential Questions: How do artists use symbols and themes? How do artists create digital art?

Common Core State Standards/Learning Targets: 1.5.8.Cr1 1.5.8.Cr2 1.5.8.Pr5 **8.1**

Interdisciplinary Connections/Including 21st Century Themes and Skills:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1 Students watch the story of Sadako and the 1000 paper cranes. Get an overview of the UN and its declaration of World Peace Day on Sept 21st.</p> <p>Week 2. Students Learn how to fold the origami Bird base</p> <p>Week 3 Students work collaboratively to fold the peace crane from bird base</p> <p>Week 4 Students research symbols associated with "Peace"</p> <p>Week 5. Students are introduced to ATP artistic planning skills. Create a painting, drawing or collage on the theme of Peace</p> <p>Week 6 Students review how to use a planning paper, plan a project and gather materials. practice the studio habit "Envision"</p> <p>Week 7 Students mat selected</p>	<p>Video and book on sadako and the 1000 paper cranes</p> <p>Teacher demonstration video</p> <p>Teacher made presentation</p> <p>Teacher made poster on ATP</p> <p>Teacher created planning sheet</p> <p>Artsonia Website</p>	<p>Video or book</p> <p>origami paper, chromebooks</p> <p>chromebooks,</p> <p>pencils, paper, collage papers, paint,</p> <p>ipads</p>	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications

artwork, photograph and upload to artsonia website			
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	chrome books	
Week 10 Students practice using Google drawing tools			

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Formative View for Understanding</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: completed origami crane, completed digital art work Suggested skills to be assessed: <i>folding, problem solving, planning, completing assignments and uploading to web museum</i></p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

<p>to listen to oral recorded reading.</p> <ul style="list-style-type: none">● Provide individualized assistance as necessary.● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Establish a consistent and daily routine			
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**Quinton Township School District
Art Grade 6
Pacing Chart/Curriculum MAP**

Marking Period:	2	Unit Title:	Color theory	Pacing:	10 weeks
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Unit Summary: painting, color mixing

Objectives

Week 1 SWBAT mix secondary and tertiary colors from primary colors

Week 2 SWBAT mix tints and shades of primary, secondary and tertiary colors

Week 3 SWBAT create a color wheel by mixing primary colors

Week 4 SWBAT Use a monochromatic color scheme to create artwork

Week 5 SWBAT identify warm and cool colors, define analogous colors

Week 6 SWBAT use complementary colors scheme in an art work

Week 7. SWBAT create a painting using color to express mood or emotions

Week 8 SWBAT identify color field painting as a style of abstract art

Week 9 SWBAT distinguish the difference between abstract and non objective painting

Week 10 SWBAT demonstrate color theory in a abstract or non objective painting

Essential Questions: **How do artists use color?** How do artists use technology to create art?

Common Core State Standards/Learning Targets: 1.5.8.Re7 1.5.8.Re8 **8.1**

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1 Color mixing using liquid tempera paint</p> <p>Week 2 mix tints and shades using liquid tempera paint</p> <p>Week 3 paint a creative color wheel using primary, secondary tertiary colors plus their tints and shades</p> <p>Week 4 Create a painting using only 1 color plus its tints and shades. choice of paint or digital art</p> <p>Week 5 Watch a video on analogous color scheme and its effects on artwork. create a drawing using analogous colors</p> <p>Week 6 Students create art work of choice using a complementary color scheme</p> <p>Week 7 Students watch a video on color and emotion then create a choice artwork that expresses emotion through color</p> <p>Week 8 Students examine selected color field paintings then create a</p>	<p>Teacher made color wheel, color theory video</p> <p>Reproductions of color field artists such as Rothko and Frankenthaler</p>	<p>paint, paper assorted paint brushes</p> <p>paint paper, chrome books</p> <p>color pencils, teacher handout</p> <p>paint, paper, oil pastels, color pencil. markers</p> <p>paint paper. mark making tools</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications

<p>painting using elements of color field painting.</p> <p>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.</p> <p>Week 10 students create artwork of choice using color theory concepts in an abstract or non objective artwork</p>	<p>Video</p>	<p>oil pastel color pencils, markers paper</p>	
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<p>Formative Assessment Plan</p>	<p>Summative Assessment Plan</p>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Formative View for Understanding</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: completed series of drawings and paintings using elements of color theory Suggested skills to be assessed: <i>color mixing painting craftsmanship</i></p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

<p>to listen to oral recorded reading.</p> <ul style="list-style-type: none">● Provide individualized assistance as necessary.● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Establish a consistent and daily routine			
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Quinton Township School District
Art Grade 6
Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Art and Writing	Pacing:	10 weeks
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Unit Summary: graphic novels, manga, illustration, incorporating text into art, illuminated letters

Objectives

Week 1 SWBAT identify the parts of a comic strip or graphic novel

Week 2. SWBAT create an original comic book or graphic novel character

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

Week 4. SWBAT define and distinguish the difference between comic book vocabulary: word bubble , thought cloud, emananta, panel, gutter,

Week 5 SWBAT show emotions in a original character using a variety of facial expressions

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

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

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

Week 9 SWBAT demonstrate how to create an illuminated letter using printmaking and painting

Week 10 SWBAT 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?

Common Core State Standards/Learning Targets: 1.5.8.Cr1 1.5.8.Cr2 1.5.8.Pr6 1.5.8.Re7 1.5.8.Cn11 8.1

Interdisciplinary Connections/Including 21st Century Themes and Skills:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1 Students watch a presentation on the parts of a comic strip, comic book cover and a graphic novel</p> <p>Week 2 Students design an original comic book or graphic novel character</p> <p>Week 3 Students work on creating a template for booklet or their comic book cover, comic strip or graphic novel</p> <p>Week 4 Students review vocabulary associated with comic books, comic strips or graphic novels. Work on original comic book, comic strip or graphic novel.</p> <p>Week 5 Students work on adding facial expressions to their original characters</p> <p>Week 6 Students watch a presentation</p>	<p>video pre made handouts</p> <p>examples of comic books, graphic novels and comic strip</p> <p>Teacher made word wall</p> <p>Teacher handout on comic facial expressions</p> <p>Examples of anime and manga</p>	<p>chrome books pencils, pre made templates</p>	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications

<p>on Manga and Anime and work on their original comic book, comic strip or graphic novel</p> <p>Week 7 Students work on their original comic books, comic strip, or graphic novels</p> <p>Week 8 Students watch video on the history of illuminated manuscripts and illuminated letters. Practice drawing cursive lettering.</p> <p>Week 9 Students practice printmaking using a letter template on a gell printing plate.</p> <p>Week 10 Students create illuminated letter and incorporate it into a short phase or poem</p>	<p>Books on illuminated lettering, books on font styles, handouts on medieval lettering.</p> <p>Teacher demonstration</p> <p>Teacher created example</p>	<p>paper pencils, color pencils, markers</p> <p>paper, pencils, markers</p> <p>gelli plates, water based ink, pre made letters</p> <p>Printed letter, paint, paper,</p>	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Formative View for Understanding</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: completed comic book, comic strip or graphic novel Suggested skills to be assessed: <i>drawing facial expressions, craftsmanship, ability to tell a visual story with limited text.</i></p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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**Quinton Township School
Art Grade 6
Pacing Chart/Curriculum MAP**

Marking Period:	4	Unit Title:	Working in the art studio	Pacing:	10 weeks
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Unit Summary: Studio habit Stretch and Explore: advanced studio practice in painting, drawing, fibers, printing, collage, origami digital art centers

Objectives

Week 1 SWBAT demonstrate masking out painting technique to create negative space.

Week 2 SWBAT demonstrate neuropathic drawing techniques

Week 3 SWBAT combine watercolor paint, watercolor pencils and art media of choice to make a mixed media picture

Week 4 SWBAT print a radial design using foam and water based ink

Week 5 SWBAT create a print with 3 registrations using gell printing plates

Week 6 SWBAT independently use the sewing center to create a “ugly doll” or small stuffed toy

Week 7 SWBAT draw from observation something from nature or from life, or using a model.

Week 8 SWBAT use juxtaposition in a collage digital or paper

Week 9 SWBAT fold a modular origami model

Week 10 SWBAT write an artists statement for an artwork of choice

Essential Questions: How do artists Stretch and Explore? How do artists use technology to create art?

Common Core State Standards/Learning Targets: 1.5.8.Cr1 1.5.8.Cr2 1.5.8.Cr3 1.5.8.Re9 8.1



Interdisciplinary Connections/Including 21st Century Themes and Skills:

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	<ul style="list-style-type: none">• Smart Board Applications• Google Applications
Week 2 Use neuropathic doodling to create artwork	Video demonstration	pencil, pen, watercolor paint	
Week 3. Students use a multi media approach for a painting. watercolor pencil and permanent markers over a painted background.	Teacher demonstration	watercolor paint, watercolor pencils, paper, sharpie markers	
Week 4. Students create a pattern on foam that tessellates. Students use 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 gell plate.	Teacher demonstration	gelli printing plates, waterbased ink paper	
Week 6 Students demonstrate how to	UTube video	felt, sewing needle and	

<p>draw a pattern, cut out, sew and stuff a small ugly doll or toy.</p> <p>Week 7 Students demonstrate drawing from observation using something from nature, or a small object or their hands.</p> <p>Week 8 Students discuss various ways to show juxtaposition and create a collage using magazine images that are juxtaposed.</p> <p>Week 9 Students practice folding modular origami models of choice</p> <p>Week 10 Students choose one of their art works and create an artist's statement. Upload the artwork and statement to Artsonia website.</p>	<p>UTube video on observational drawing</p> <p>collage reproductions, teacher demonstration</p> <p>Teacher created origami choice board</p> <p>Teacher created artists statement template.</p>	<p>thread, fiberfill stuffing</p> <p>paper, graphite pencils</p> <p>paper, magazine images, glue, paper</p> <p>origami paper</p> <p>template, pencils, chrome book.</p>	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/ Completed series of one point perspective drawing. 1 completed book structure</p>

Suggested activities to assess student progress:
Formative View for Understanding

Suggested skills to be assessed: ,correct use of rules and triangles,
drawing parallel and perpendicular lines, how to add shading to a drawing.
Drawing in 3 D

Differentiation

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<p>point of instruction/differentiated instructional practices.</p> <ul style="list-style-type: none">• Create rubrics/allow students to assist with task, so that all are aware of expectations.• Create modified assessments.• Allow students to utilize online books, when available, to listen to oral recorded reading.• Provide individualized assistance as necessary.• Allow for group work (strategically selected) and collaboration as necessary.• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			<p>Mathematics 7 (7th grade) and Algebra 1 (8th grade).</p>
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