			Art Grade 6 Unit #1
Course/Subject: Art	Grade: 6		Suggested Timeline: 45 Day course

Grade Level Summary	In this course, students explore a variety of media as they continue to build their skills in drawing and creating art through various mediums. Students will discuss with their teacher artists, artwork, and will be provided technique demonstrations to develop the four strands of art education: art appreciation, art history, art production, and art criticism; as well as problem-solving and critical thinking skills.
Grade Level Units	Unit 1: The Elements and Principles of Art Unit 2: Clay/3-D sculpture Unit 3: Watercolors Unit 4: Still Life Unit 5: One-Point Perspective Unit 6: Op-Art Unit 7: Multicultural Art Unit 8: Figure Drawing/Human Proportions

Unit Title	The Elements and Principles of Art
Unit Summary	Manipulate line, shape, color, etc. to plan and create pieces of art that express multiple ideas or a range of emotions.

Unit Essential Questions: <ol style="list-style-type: none"> How do artists use the elements and principles as tools for artistic expression? How do lines and shape combine to create a piece of artwork? How is balance created? Why is positioning of elements or features within a work of art important? 	Key Understandings: <ol style="list-style-type: none"> The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. People use the elements and principles of art as tools for artistic expression
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.8.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.8.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.8.C	Identify and use comprehensive vocabulary within each of the arts forms.
9.1.8.E	Communicate a unifying theme or point of view through the production of works in the arts.
9.1.8.H	Demonstrate and maintain materials, equipment and tools safely at work and performance spaces. <ul style="list-style-type: none"> • Analyze the use of materials. • Explain issues of cleanliness related to the arts. • Explain the use of mechanical/electrical equipment. • Demonstrate how to work in selected physical space/environment. • Demonstrate the selection of safe props/stage equipment. • Demonstrate methods for storing materials in the arts.
9.2.8.D	Analyze a work of art from its historical and cultural perspective.

Important Standards Addressed in the Unit:

9.1.8.D	Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
9.1.8.J	Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others. <ul style="list-style-type: none"> • Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). • Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design).
9.2.8.C	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
9.2.8.F	Know and apply appropriate vocabulary used between social studies and the arts and humanities.
9.2.8.G	Relate works in the arts to geographic regions: Africa Asia Australia Central America Europe North America South America

Misconceptions:	Proper Conceptions:
Each element of art has to be focused on individually; that they are not related to each other.	Specific colors must be mixed together to get other desired colors. Planning ideas is essential for successful outcomes on the products produced in class.

Students will remember each all of the elements since we talk about them every year.
How to make sure that all students grasp the concepts to be able to effectively transition this information to their project.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • The basic color wheel including Color Schemes • Variations of Line, Pattern • Shapes • Symmetry vs. Asymmetry 	<ul style="list-style-type: none"> • Geometric Shapes • Drawing symmetrical designs • Proper paint mixing for desired colors • Measuring with a ruler, compass • Looking at foreground, middleground, background of the composition checking for focal point, movement, balance, symmetry, etc. 	<ul style="list-style-type: none"> • Collaborating with students to for visual assistance on projects and brainstorming ideas. • Critically thinking about concepts and art styles taught and how to incorporate those techniques into their pieces of art.

Academic Vocabulary:

<ul style="list-style-type: none"> • Line • Shape • Color • Form • Value • Space • Texture 	<ul style="list-style-type: none"> • Balance • Contrast • Emphasis • Movement • Pattern • Rhythm • Unity • Composition 	<ul style="list-style-type: none"> • Primary Colors • Secondary Colors • Intermediate Colors • Complementary Color • Analogous Colors • Warm Colors • Cool Colors • Tint • Shade
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Assessments:

- Various Exercises/practice of techniques to help with production of art.
- Sketches for possible designs
- Rubrics for projects

Differentiation:


- Assignment adapted to meet the students needs. For Quiz - a printed study guide will be provided in addition to the worksheet of notes that the student takes. Adaptations will be made on the quiz to meet the students needs.
- Assignments/Projects adapted to meet the students needs. A more simple design could be created. Less colors required for painting the design,

Interdisciplinary Connections:

- Math - Radial designs measuring for symmetrical designs.
- Social Studies - Discussion of Madala like designs and their meanings in different cultures.
- English Language Arts - Writing about the art in various ways from Compare and Contrast, artist statements,

Additional Resources:

- Various websites on Radial Designs
- Websites on Stained Glass Windows
- Books on Stained Glass Windows and Artists (For example Louis Comfort Tiffany, Frank Lloyd Wright, etc.)

			Art Grade 6 Unit #2
Course/Subject: Art	Grade: 6		Suggested Timeline: 45 Day course

Grade Level Summary	In this course, students explore a variety of media as they continue to build their skills in drawing and creating art through various mediums. Students will discuss with their teacher artists, artwork, and will be provided technique demonstrations to develop the four strands of art education: art appreciation, art history, art production, and art criticism; as well as problem-solving and critical thinking skills.
Grade Level Units	Unit 1: The Elements and Principles of Art Unit 2: Clay/3-D sculpture Unit 3: Watercolors Unit 4: Still Life Unit 5: One-Point Perspective Unit 6: Op-Art Unit 7: Multicultural Art Unit 8: Figure Drawing/Human Proportions

Unit Title	Clay/3-D Sculpture
Unit Summary	Manipulate line, shape, color, etc. to plan and create pieces of art that express multiple ideas or a range of emotions.

Unit Essential Questions: <ol style="list-style-type: none"> How do artists use the elements and principles as tools for artistic expression? How do lines and shape combine to create a piece of artwork? How is balance created? Why is positioning of elements or features within a work of art important? 	Key Understandings: <ol style="list-style-type: none"> The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. People use the elements and principles of art as tools for artistic expression
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.8.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.8.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.8.C	Identify and use comprehensive vocabulary within each of the arts forms.
9.1.8.E	Communicate a unifying theme or point of view through the production of works in the arts.
9.1.8.J	<p>Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.</p> <ul style="list-style-type: none"> ● Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). ● Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design).

Important Standards Addressed in the Unit:

9.1.8.D	Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
9.2.8.C	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
9.2.8.F	Know and apply appropriate vocabulary used between social studies and the arts and humanities.
9.2.8.G	<p>Relate works in the arts to geographic regions:</p> <p>Africa</p> <p>Asia</p> <p>Australia</p> <p>Central America</p> <p>Europe</p> <p>North America</p> <p>South America</p>

Misconceptions:	Proper Conceptions:
<p>Clay is easy to work with.</p> <p>It is difficult to make 3-D Art.</p> <p>How to make sure that all students grasp the concepts to be able to effectively transition this information to their project.</p>	<p>Clay needs to be kept wet while working with it.</p> <p>Planning ideas is essential for successful outcomes on the products produced in class.</p>

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> ● The basic color wheel including Color Schemes ● Variations of Line, Pattern ● Shapes 	<ul style="list-style-type: none"> ● Geometric Shapes ● Drawing symmetrical designs ● Proper paint mixing for desired colors ● Measuring with a ruler, compass 	<ul style="list-style-type: none"> ● Collaborating with students to for visual assistance on projects and brainstorming ideas.

<ul style="list-style-type: none"> • Symmetry vs. Asymmetry 	<ul style="list-style-type: none"> • Looking at foreground, middleground, background of the composition checking for focal point, movement, balance, symmetry, etc. 	<ul style="list-style-type: none"> • Critically thinking about concepts and art styles taught and how to incorporate those techniques into their pieces of art.
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Academic Vocabulary:

<ul style="list-style-type: none"> • Line • Shape • Form • Texture 	<ul style="list-style-type: none"> • Balance • Emphasis • Pattern • Composition 	<ul style="list-style-type: none"> • Score, Slip • Leather Hard • Greenware • Bisqueware • Glaze • Kiln • Hand Building • Slab
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Assessments:

- Practice of clay or other 3-D techniques demonstrated.
- Various Exercises/practice of techniques to help with production of art.
- Sketches for possible designs
- Rubrics for projects

Differentiation:

- Assignment adapted to meet the students needs.
- Assignments/Projects adapted to meet the students needs. A more simple design could be created.
- Adapted materials as needed to accommodate SDI needs.


Interdisciplinary Connections:

- Math - Proportions, Measurements for properly sized pieces to assist in construction.
- English Language Arts - Writing about the art in various ways from Compare and Contrast, artist statements,

Additional Resources:

- Various websites on Clay and pottery
- Websites on 3-D Sculptures
- Books on 3-D Sculpture Artists and Ceramic Artist

Created By: Melanie Carroll

			Art Grade 6 Unit #3
Course/Subject: Art	Grade: 6		Suggested Timeline: 45 Day course

Grade Level Summary	In this course, students explore a variety of media as they continue to build their skills in drawing and creating art through various mediums. Students will discuss with their teacher artists, artwork, and will be provided technique demonstrations to develop the four strands of art education: art appreciation, art history, art production, and art criticism; as well as problem-solving and critical thinking skills.
Grade Level Units	Unit 1: The Elements and Principles of Art Unit 2: Clay/3-D sculpture Unit 3: Watercolors Unit 4: Still Life Unit 5: One-Point Perspective Unit 6: Op-Art Unit 7: Multicultural Art Unit 8: Figure Drawing/Human Proportions

Unit Title	Watercolors
Unit Summary	Manipulate line, shape, color, etc. to plan and create pieces of art that express multiple ideas or a range of emotions.

Unit Essential Questions: <ol style="list-style-type: none"> How do artists use the elements and principles as tools for artistic expression? How do lines and shape combine to create a piece of artwork? How is balance created? Why is positioning of elements or features within a work of art important? 	Key Understandings: <ol style="list-style-type: none"> The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. People use the elements and principles of art as tools for artistic expression
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.8.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.8.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.8.C	Identify and use comprehensive vocabulary within each of the arts forms.

9.1.8.E	Communicate a unifying theme or point of view through the production of works in the arts.
9.1.8.H	Demonstrate and maintain materials, equipment and tools safely at work and performance spaces. <ul style="list-style-type: none"> ● Analyze the use of materials. ● Explain issues of cleanliness related to the arts. ● Explain the use of mechanical/electrical equipment. ● Demonstrate how to work in selected physical space/environment. ● Demonstrate the selection of safe props/stage equipment. ● Demonstrate methods for storing materials in the arts.
9.2.8.D	Analyze a work of art from its historical and cultural perspective.

Important Standards Addressed in the Unit:

9.1.8.D	Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
9.1.8.J	Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others. <ul style="list-style-type: none"> ● Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). ● Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design).
9.2.8.C	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
9.2.8.F	Know and apply appropriate vocabulary used between social studies and the arts and humanities.

Misconceptions:	Proper Conceptions:
Each element of art has to be focused on individually; that they are not related to each other. Students will remember each all of the elements since we talk about them every year. How to make sure that all students grasp the concepts to be able to effectively transition this information to their project.	Planning ideas is essential for successful outcomes on the products produced in class. Watercolors does not need to have a lot of water to flow on your paper.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • The basic color wheel including Color Schemes • Variations of Line, Pattern • Shapes • Symmetry vs. Asymmetry 	<ul style="list-style-type: none"> • Drawing symmetrical designs • Proper paint mixing for desired colors • Measuring with a ruler, compass • Still Life Objects • Looking at foreground, middleground, background of the composition checking for focal point, movement, balance, symmetry, etc. 	<ul style="list-style-type: none"> • Collaborating with students to for visual assistance on projects and brainstorming ideas. • Critically thinking about concepts and art styles taught and how to incorporate those techniques into their pieces of art.

Academic Vocabulary:

<ul style="list-style-type: none"> • Line • Shape • Color • Form • Value • Space • Texture • Wet-on-Wet Technique • Dry Brush • Bristles • Handle 	<ul style="list-style-type: none"> • Balance • Contrast • Emphasis • Movement • Pattern • Composition • Toe • Ferrule • Belly • Crimp 	<ul style="list-style-type: none"> • Primary Colors • Secondary Colors • Intermediate Colors • Complementary Color • Analogous Colors • Warm Colors • Cool Colors • Tint • Shade
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Assessments:

<ul style="list-style-type: none"> • Paint Mixing practice • Various Exercises/practice of techniques to help with production of art. • Sketches for possible designs • Rubrics for projects
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Differentiation:

<ul style="list-style-type: none"> • Assignment adapted to meet the students needs. • Assignments/Projects adapted to meet the students needs. A more simple design could be created. Less colors required for painting the design,


Interdisciplinary Connections:

- Math - measuring for symmetrical designs, proportions of objects apart of the composition.
- English Language Arts - Writing about the art in various ways from Compare and Contrast, artist statements,

Additional Resources:

- Various websites on Watercolor Techniques
- Websites on theme or subject matter
- Books on Artists who used watercolors or techniques.

Created By: Melanie Carroll

			Art Grade 6 Unit #4
Course/Subject: Art	Grade: 6		Suggested Timeline: 45 Day course

Grade Level Summary	In this course, students explore a variety of media as they continue to build their skills in drawing and creating art through various mediums. Students will discuss with their teacher artists, artwork, and will be provided technique demonstrations to develop the four strands of art education: art appreciation, art history, art production, and art criticism; as well as problem-solving and critical thinking skills.
Grade Level Units	Unit 1: The Elements and Principles of Art Unit 2: Clay/3-D sculpture Unit 3: Watercolors Unit 4: Still Life Unit 5: One-Point Perspective Unit 6: Op-Art Unit 7: Multicultural Art Unit 8: Figure Drawing/Human Proportions

Unit Title	Still Life
Unit Summary	Manipulate line, shape, color, etc. to plan and create pieces of art that express multiple ideas or a range of emotions.

Unit Essential Questions: How do artists use the elements and principles as tools for artistic expression? How do lines and shape combine to create a piece of artwork? How is balance created? Why is positioning of elements or features within a work of art important?	Key Understandings: The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. People use the elements and principles of art as tools for artistic expression
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.8.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.8.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.8.C	Identify and use comprehensive vocabulary within each of the arts forms.
9.1.8.E	Communicate a unifying theme or point of view through the production of works in the arts.
9.1.8.H	Demonstrate and maintain materials, equipment and tools safely at work and performance spaces. <ul style="list-style-type: none"> ● Analyze the use of materials. ● Explain issues of cleanliness related to the arts. ● Explain the use of mechanical/electrical equipment. ● Demonstrate how to work in selected physical space/environment. ● Demonstrate the selection of safe props/stage equipment. ● Demonstrate methods for storing materials in the arts.
9.2.8.D	Analyze a work of art from its historical and cultural perspective.

Important Standards Addressed in the Unit:	
9.1.8.D	Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
9.1.8.J	Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others. <ul style="list-style-type: none"> ● Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). ● Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design).
9.2.8.C	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
9.2.8.F	Know and apply appropriate vocabulary used between social studies and the arts and humanities.

Misconceptions:	Proper Conceptions:
Still Life set ups have to contain dishes. How to make sure that all students grasp the concepts to be able to effectively transition this information to their project.	It takes practice to learn to draw the objects of a still life so that they look 3-D. Planning ideas is essential for successful outcomes on the products produced in class.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> ● The basic color wheel including Color Schemes ● Variations of Line, Pattern 	<ul style="list-style-type: none"> ● Geometric Shapes ● Drawing symmetrical designs ● Proper paint mixing for desired colors 	<ul style="list-style-type: none"> ● Collaborating with students to for visual assistance on projects and brainstorming ideas.

<ul style="list-style-type: none"> • Shapes • Symmetry vs. Asymmetry 	<ul style="list-style-type: none"> • Measuring with a ruler, compass • Looking at foreground, middleground, background of the composition checking for focal point, movement, balance, symmetry, etc. 	<ul style="list-style-type: none"> • Critically thinking about concepts and art styles taught and how to incorporate those techniques into their pieces of art.
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Academic Vocabulary:

<ul style="list-style-type: none"> • Line • Shape • Color • Form • Value • Space • Texture 	<ul style="list-style-type: none"> • Balance • Contrast • Emphasis • Movement • Pattern • Rhythm • Unity • Composition 	<ul style="list-style-type: none"> • Background • Foreground • Middleground • Atmospheric Light • Focal Point •
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Assessments:

- Paint Mixing practice
- Various Exercises/practice of techniques to help with production of art.
- Sketches for possible designs
- Rubrics for projects

Differentiation:

- Assignment adapted to meet the students needs.
- Assignments/Projects adapted to meet the students needs. A more simple design could be created. Less colors required for painting the design,


Interdisciplinary Connections:

- Math - Proportions of the objects within the composition of the painting.
- Social Studies - Historical context of examples of watercolor painting created by famous artists.
- English Language Arts - Writing about the art in various ways from Compare and Contrast, artist statements,

Additional Resources:

- Various websites on Watercolor Techniques
- Books on Watercolor Artists

Created By: Melanie Carroll

			Art Grade 6 Unit #5
Course/Subject: Art	Grade: 6		Suggested Timeline: 45 Day course

Grade Level Summary	In this course, students explore a variety of media as they continue to build their skills in drawing and creating art through various mediums. Students will discuss with their teacher artists, artwork, and will be provided technique demonstrations to develop the four strands of art education: art appreciation, art history, art production, and art criticism; as well as problem-solving and critical thinking skills.
Grade Level Units	Unit 1: The Elements and Principles of Art Unit 2: Clay/3-D sculpture Unit 3: Watercolors Unit 4: Still Life Unit 5: One-Point Perspective Unit 6: Op-Art Unit 7: Multicultural Art Unit 8: Figure Drawing/Human Proportions

Unit Title	One-Point Perspective
Unit Summary	Manipulate line, shape, color, etc. to plan and create pieces of art that express multiple ideas or a range of emotions.

Unit Essential Questions: <ol style="list-style-type: none"> How do artists use the elements and principles as tools for artistic expression? How do lines and shape combine to create a piece of artwork? How is balance created? Why is positioning of elements or features within a work of art important? 	Key Understandings: <ol style="list-style-type: none"> The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. People use the elements and principles of art as tools for artistic expression
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.8.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.8.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.8.C	Identify and use comprehensive vocabulary within each of the arts forms.

9.1.8.E	Communicate a unifying theme or point of view through the production of works in the arts.
9.1.8.J	<p>Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.</p> <ul style="list-style-type: none"> ● Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). ● Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design).

Important Standards Addressed in the Unit:

9.1.8.D	Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
9.2.8.C	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
9.2.8.F	Know and apply appropriate vocabulary used between social studies and the arts and humanities.

Misconceptions:	Proper Conceptions:
<p>You can only draw boxes in perspective.</p> <p>How to make sure that all students grasp the concepts to be able to effectively transition this information to their project.</p>	<p>You must use a ruler to accurately draw one-point perspective.</p> <p>Planning ideas is essential for successful outcomes on the products produced in class.</p>

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> ● The basic color wheel including Color Schemes ● Variations of Line, Pattern ● Shapes ● Symmetry vs. Asymmetry 	<ul style="list-style-type: none"> ● Geometric Shapes ● Drawing symmetrical designs ● Proper paint mixing for desired colors ● Measuring with a ruler, compass ● Looking at foreground, middleground, background of the composition checking for focal point, movement, balance, symmetry, etc. 	<ul style="list-style-type: none"> ● Collaborating with students to for visual assistance on projects and brainstorming ideas. ● Critically thinking about concepts and art styles taught and how to incorporate those techniques into their pieces of art.

Academic Vocabulary:

<ul style="list-style-type: none"> ● Line ● Space 	<ul style="list-style-type: none"> ● Balance ● Emphasis ● Movement ● Composition 	<ul style="list-style-type: none"> ● Vanishing Point ● Horizon Line ● Parallel Lines ● Perpendicular Lines
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Assessments:

- Practice One-Point Perspective
 - Various Exercises/practice of techniques to help with production of art.
 - Sketches for possible designs
 - Rubrics for projects
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Differentiation:

- Assignment adapted to meet the students needs.
 - Assignments/Projects adapted to meet the students needs. A more simple design could be created.
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Interdisciplinary Connections:

- Math -measuring of lines for proportions of objects..
 - English Language Arts - Writing about the art in various ways from Compare and Contrast, artist statements,
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Additional Resources:

- Various websites on One-Point Perspective
 - Books on One-Point Perspective
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Created By: Melanie Carroll



**Art
Grade 6**

Unit #6

Course/Subject: Art	Grade: 6		Suggested Timeline: 45 Day course
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Grade Level Summary	In this course, students explore a variety of media as they continue to build their skills in drawing and creating art through various mediums. Students will discuss with their teacher artists, artwork, and will be provided technique demonstrations to develop the four strands of art education: art appreciation, art history, art production, and art criticism; as well as problem-solving and critical thinking skills.
Grade Level Units	<ul style="list-style-type: none"> - The Elements and Principles of Art - Clay/3-D sculpture - Watercolors - Still Life - One-Point Perspective - Op-Art - Multicultural Art - Figure Drawing/Human Proportions

Unit Title	Op-Art
Unit Summary	Manipulate line, shape, color, etc. to plan and create pieces of art that express multiple ideas or a range of emotions.

Unit Essential Questions: <ol style="list-style-type: none"> 1. How do artists use the elements and principles as tools for artistic expression? 2. How do lines and shape combine to create a piece of artwork? 3. How is balance created? 4. Why is positioning of elements or features within a work of art important? 	Key Understandings: <ol style="list-style-type: none"> 1. The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. 2. People use the elements and principles of art as tools for artistic expression
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Focus Standards Addressed in the Unit:	
<i>Standard Number</i>	<i>Standard Description</i>
9.1.8.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.8.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.8.C	Identify and use comprehensive vocabulary within each of the arts forms.
9.1.8.E	Communicate a unifying theme or point of view through the production of works in the arts.
9.1.8.H	Demonstrate and maintain materials, equipment and tools safely at work and performance spaces. <ul style="list-style-type: none"> • Analyze the use of materials. • Explain issues of cleanliness related to the arts.

9.2.8.D	<ul style="list-style-type: none"> • Explain the use of mechanical/electrical equipment. • Demonstrate how to work in selected physical space/environment. • Demonstrate the selection of safe props/stage equipment. • Demonstrate methods for storing materials in the arts. <p>Analyze a work of art from its historical and cultural perspective.</p>
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Important Standards Addressed in the Unit:

9.1.8.D	Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
9.1.8.J	<p>Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.</p> <ul style="list-style-type: none"> • Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). • Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design).
9.2.8.C	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
9.2.8.F	Know and apply appropriate vocabulary used between social studies and the arts and humanities.
9.2.8.G	<p>Relate works in the arts to geographic regions:</p> <p>Africa</p> <p>Asia</p> <p>Australia</p> <p>Central America</p> <p>Europe</p> <p>North America</p> <p>South America</p>

Misconceptions:	Proper Conceptions:
<p>Each element of art has to be focused on individually; that they are not related to each other.</p> <p>Students will remember each all of the elements since we talk about them every year.</p> <p>How to make sure that all students grasp the concepts to be able to effectively transition this information to their project.</p>	<p>Op Art call full the eye.</p> <p>Planning ideas is essential for successful outcomes on the products produced in class.</p>

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
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<ul style="list-style-type: none"> • The basic color wheel including Color Schemes • Variations of Line, Pattern • Shapes • Symmetry vs. Asymmetry 	<ul style="list-style-type: none"> • Geometric Shapes • Drawing symmetrical designs • Proper paint mixing for desired colors • Measuring with a ruler, compass • Looking at foreground, middleground, background of the composition checking for focal point, movement, balance, symmetry, etc. 	<ul style="list-style-type: none"> • Collaborating with students to for visual assistance on projects and brainstorming ideas. • Critically thinking about concepts and art styles taught and how to incorporate those techniques into their pieces of art.
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Academic Vocabulary:

<ul style="list-style-type: none"> • Line • Shape • Color • Form • Value • Space • Texture 	<ul style="list-style-type: none"> • Balance • Contrast • Emphasis • Movement • Pattern • Rhythm • Unity • Composition 	<ul style="list-style-type: none"> • Warm Colors • Cool Colors • Tint • Shade
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Assessments:

- Various Exercises/practice of techniques to help with production of Op-Art.
- Sketches for possible designs
- Rubrics for projects

Differentiation:

- Assignment adapted to meet the students needs.
- Assignments/Projects adapted to meet the students needs. A more simple design could be created. Less colors required for painting the design,


Interdisciplinary Connections:

- Math - measuring for symmetrical designs and spacing necessary for the optical illusions in Op-Art.
- English Language Arts - Writing about the art in various ways from Compare and Contrast, artist statements,

Additional Resources:

- Various websites on Op-Art Designs
- Websites on Stained Glass Windows
- Books on Stained Glass Windows and Artists (For example Louis Comfort Tiffany, Frank Lloyd Wright, etc.)

Created By: Melanie Carroll

			Art Grade 6 Unit #7
Course/Subject: Art	Grade: 6		Suggested Timeline: 45 Day course

Grade Level Summary	In this course, students explore a variety of media as they continue to build their skills in drawing and creating art through various mediums. Students will discuss with their teacher artists, artwork, and will be provided technique demonstrations to develop the four strands of art education: art appreciation, art history, art production, and art criticism; as well as problem-solving and critical thinking skills.
Grade Level Units	Unit 1: The Elements and Principles of Art Unit 2: Clay/3-D sculpture Unit 3: Watercolors Unit 4: Still Life Unit 5: One-Point Perspective Unit 6: Op-Art Unit 7: Multicultural Art Unit 8: Figure Drawing/Human Proportions

Unit Title	Multicultural Art
Unit Summary	Manipulate line, shape, color, etc. to plan and create pieces of art that express multiple ideas or a range of emotions.

Unit Essential Questions: <ol style="list-style-type: none"> How do artists use the elements and principles as tools for artistic expression? How do lines and shape combine to create a piece of artwork? How is balance created? Why is positioning of elements or features within a work of art important? 	Key Understandings: <ol style="list-style-type: none"> The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. People use the elements and principles of art as tools for artistic expression
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.8.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.8.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.8.C	Identify and use comprehensive vocabulary within each of the arts forms.
9.1.8.E	Communicate a unifying theme or point of view through the production of works in the arts.
9.1.8.H	Demonstrate and maintain materials, equipment and tools safely at work and performance spaces. <ul style="list-style-type: none"> • Analyze the use of materials. • Explain issues of cleanliness related to the arts. • Explain the use of mechanical/electrical equipment. • Demonstrate how to work in selected physical space/environment. • Demonstrate the selection of safe props/stage equipment. • Demonstrate methods for storing materials in the arts.
9.2.8.D	Analyze a work of art from its historical and cultural perspective.

Important Standards Addressed in the Unit:

9.1.8.D	Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
9.1.8.J	Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others. <ul style="list-style-type: none"> • Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). • Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design).
9.2.8.C	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
9.2.8.F	Know and apply appropriate vocabulary used between social studies and the arts and humanities.
9.2.8.G	Relate works in the arts to geographic regions: <p>Africa</p> <p>Asia</p> <p>Australia</p> <p>Central America</p> <p>Europe</p> <p>North America</p> <p>South America</p>

Misconceptions:	Proper Conceptions:
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How to make sure that all students grasp the concepts to be able to effectively transition this information to their project.	Planning ideas is essential for successful outcomes on the products produced in class.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • The basic color wheel including Color Schemes • Variations of Line, Pattern • Shapes • Symmetry vs. Asymmetry 	<ul style="list-style-type: none"> • Geometric Shapes • Drawing symmetrical designs • Proper paint mixing for desired colors • Measuring with a ruler, compass • Looking at foreground, middleground, background of the composition checking for focal point, movement, balance, symmetry, etc. 	<ul style="list-style-type: none"> • Collaborating with students to for visual assistance on projects and brainstorming ideas. • Critically thinking about concepts and art styles taught and how to incorporate those techniques into their pieces of art.

Academic Vocabulary:

<ul style="list-style-type: none"> • Line • Shape • Color • Form • Value • Space • Texture 	<ul style="list-style-type: none"> • Balance • Contrast • Emphasis • Movement • Pattern • Rhythm • Unity • Composition 	<ul style="list-style-type: none"> • Color • Warm Colors • Cool Colors • Tint • Shade
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Assessments:

<ul style="list-style-type: none"> • practice • Various Exercises/practice of techniques to help with production of art. • Sketches for possible designs • Rubrics for projects

Differentiation:


<ul style="list-style-type: none"> • Assignment adapted to meet the students needs. For Quiz - a printed study guide will be provided in addition to the worksheet of notes that the student takes. Adaptations will be made on the quiz to meet the students needs. • Assignments/Projects adapted to meet the students needs. A more simple design could be created. Less colors required for painting the design,
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Interdisciplinary Connections:

- Math - Radial designs measuring for symmetrical designs.
- Social Studies - Discussion of Madala like designs and their meanings in different cultures.
- English Language Arts - Writing about the art in various ways from Compare and Contrast, artist statements,

Additional Resources:

- Various websites on Radial Designs
- Websites on Stained Glass Windows
- Books on Stained Glass Windows and Artists (For example Louis Comfort Tiffany, Frank Lloyd Wright, etc.)

		Art Grade 6 Unit #8
Course/Subject: Art	Grade: 6	Suggested Timeline: 45 Day course

Grade Level Summary	In this course, students explore a variety of media as they continue to build their skills in drawing and creating art through various mediums. Students will discuss with their teacher artists, artwork, and will be provided technique demonstrations to develop the four strands of art education: art appreciation, art history, art production, and art criticism; as well as problem-solving and critical thinking skills.
Grade Level Units	Unit 1: The Elements and Principles of Art Unit 2: Clay/3-D sculpture Unit 3: Watercolors Unit 4: Still Life Unit 5: One-Point Perspective Unit 6: Op-Art Unit 7: Multicultural Art Unit 8: Figure Drawing/Human Proportions

Unit Title	Figure Drawing/Human Proportions
Unit Summary	Manipulate line, shape, color, etc. to plan and create pieces of art that express multiple ideas or a range of emotions.

Unit Essential Questions: <ol style="list-style-type: none"> How do artists use the elements and principles as tools for artistic expression? How do lines and shape combine to create a piece of artwork? How is balance created? Why is positioning of elements or features within a work of art important? 	Key Understandings: <ol style="list-style-type: none"> The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. People use the elements and principles of art as tools for artistic expression
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.8.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.8.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.8.C	Identify and use comprehensive vocabulary within each of the arts forms.
9.1.8.E	Communicate a unifying theme or point of view through the production of works in the arts.
9.1.8.J	<p>Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.</p> <ul style="list-style-type: none"> ● Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). ● Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design).

Important Standards Addressed in the Unit:

9.1.8.D	Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
9.2.8.C	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
9.2.8.F	Know and apply appropriate vocabulary used between social studies and the arts and humanities.
9.2.8.G	<p>Relate works in the arts to geographic regions:</p> <p>Africa</p> <p>Asia</p> <p>Australia</p> <p>Central America</p> <p>Europe</p> <p>North America</p> <p>South America</p>

Misconceptions:	Proper Conceptions:
Creating a figure that is too narrow. Students are afraid to show their portrait or figure too big because of negative reactions from other students.	Drawing the human figure or portrait takes practice. Planning ideas is essential for successful outcomes on the products produced in class.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> ● The basic color wheel including Color Schemes ● Variations of Line, Pattern ● Shapes 	<ul style="list-style-type: none"> ● Geometric Shapes ● Drawing symmetrical designs ● Proper paint mixing for desired colors ● Measuring with a ruler, compass 	<ul style="list-style-type: none"> ● Collaborating with students to for visual assistance on projects and brainstorming ideas.

<ul style="list-style-type: none"> • Symmetry vs. Asymmetry 	<ul style="list-style-type: none"> • Looking at foreground, middleground, background of the composition checking for focal point, movement, balance, symmetry, etc. 	<ul style="list-style-type: none"> • Critically thinking about concepts and art styles taught and how to incorporate those techniques into their pieces of art.
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Academic Vocabulary:

<ul style="list-style-type: none"> • Line • Shape • Color • Form • Value • Space • Texture 	<ul style="list-style-type: none"> • Balance • Contrast • Emphasis • Movement • Pattern • Rhythm • Unity • Composition 	<ul style="list-style-type: none"> • Head-Width Measurements
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Assessments:

- Practice of drawing human figure in proportion.
 - Various Exercises/practice of techniques to help with production of art.
 - Sketches for possible designs
 - Rubrics for projects
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Differentiation:

- Assignment adapted to meet the students needs.
 - Assignments/Projects adapted to meet the students needs. A more simple design could be created.
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Interdisciplinary Connections:

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- English Language Arts - Writing about the art in various ways from Compare and Contrast, artist statements,

Additional Resources:

- Various websites on Drawing the Human Figure
 - Books on Drawing the Human Figure and Proportions
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Created By: Melanie Carroll
