

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

AUTEN ROAD INTERMEDIATE SCHOOL

ART CURRICULUM

GRADE 6 ART

AUGUST 2019

Grade 6 Art Course Overview

This course provides students with a visual art experience that will take place in one forty-minute class period for 20 consecutive days. The curriculum with care and effort has been aligned with the New Jersey Core Content Curriculum Standards and National Fine and Performing Arts Standards.

Students will continue to be introduced to a variety of Western and Contemporary artists' works in various styles, techniques, and genres. Through critique of a wide range of artists students will understand as an influential and essential part of the world in which we live. Students will be exposed to various art materials that will be selected to specifically develop the skills stated in the State Standards.

2019 HTPS Visual Arts Curriculum Map – Grade 6 Art

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Drawing	45 days	<p>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.</p> <p>1.2.8.A.2. Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>1.2.8.A.3. Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>1.3.8.D.1. Incorporate various art elements and 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,</p>	<p>What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>How does knowing the contexts history, and traditions of art forms help us create works of art and design?</p> <p>What is the value of engaging in the process of art criticism?</p>	<p>Creativity and Innovative thinking are essential life skills that can be developed.</p> <p>Artists and designers shape artistic investigations following or breaking with traditions in pursuit of creative artmaking goals.</p> <p>People gain insights into meanings of artworks by engaging in the process of art criticism.</p>	<p>1. Identify vocabulary terms relating to the element of art, value.</p> <p>2. Critique works of art by master artists.,</p> <p>3. Develop craftsmanship by practicing drawing techniques and utilizing a variety of drawing materials to visually communicate the illusion of form,</p> <p>4. Develop a cohesive drawing utilizing learned drawing techniques</p>	<p>Teacher evaluation of students completed drawing activities.</p> <p>Students complete a teacher provided checklist of guidelines for a successful technique.</p>	<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>6.1.8.C.1.a. Evaluate the impact of science, religion, and technology innovations on European exploration</p>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.</p>

		<p>implied space, illusionary depth, value, and pattern).</p> <p>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 art works.</p> <p>1.4.8.A.2. Identify works of visual art that are used for utilitarian and non-utilitarian purposes.</p> <p>1.4.8.A.4. Compare and contrast changes in the accepted meaning of known artworks over time, given shifts in societal norms, beliefs, or values.</p> <p>1.4.8.A.7. Analyze the form, function, craftsmanship, and originality of representative works of visual art.</p> <p>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.</p>					<p>6.2.8.D.3.f. Determine the extent to which religions, mythologies, and other belief systems shaped the values of 6.</p>	
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2019 HTPS Visual Arts Curriculum Map – Grade 6 Art

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Painting	45 days	<p>1.1.8.D.1. Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.</p> <p>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.</p> <p>1.2.8.A.2. Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>1.3.8.D.1. Incorporate various art elements and 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</p>	<p>How is art influenced by culture and history?</p> <p>How do the application of the elements of art lead to an effective work of art?</p> <p>What critical thinking skills are used in critique?</p>	<p>Art is an apparent and integral part of the world we live in.</p> <p>The purposeful application of the elements of art and principles of design within two-dimensional and three-dimensional works of art leads to an effective work of art.</p> <p>The creation and critique of works of art promotes critical thinking skills.</p>	<p>Use targeted vocabulary relating to the study of color, color theory.</p> <p>Construct a color wheel and indicate the color families.</p> <p>Examine and identify works of master artists from various time periods and compare and contrast individual styles.</p> <p>Practice the proper use, organization, and care of art materials.</p> <p>Identify and apply between foreground, middle ground, and background. Complete preliminary sketch</p>	<p>Teacher generated color theory quiz</p> <p>Teacher evaluation of students completed color wheel and ability to specify color families</p>	<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>5.1.8.D.1. Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.</p>

		<p>mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p> <p>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.</p> <p>1.3.8.D.3. Identify genres of art (including realism, abstract/non-objective art, and conceptual art) within various contexts using appropriate art vocabulary and solve hands on visual problems using a variety of genre styles.</p> <p>1.3.8.D.4. Delineate the thematic content of multicultural art works, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.</p> <p>1.3.8.D.5. Examine the characteristics, thematic content, and symbolism</p>			<p>Paint a realistic painting using various resources.</p>		<p>5.2.6.C.1. Describe how to prisms can be used to demonstrate that visible light from the Sun is made up of different colors.</p>	
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		<p>found in works of art from diverse cultural and historical eras and use these visual statements as inspiration for original artworks.</p> <p>1.4.8.A.1. Generate observational and emotional responses to diverse culturally and historically specific works of visual art.</p> <p>1.4.8.A.3. Distinguish among artistic styles, trends and movements in visual art within diverse cultures and historical eras.</p> <p>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.</p> <p>1.4.8.A.7. Analyze the form, function, craftsmanship, and originality of representative works of visual art.</p> <p>1.4.8.B.3. Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts</p>						
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		and historical eras by writing critical essays.						
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2019 HTPS Visual Arts Curriculum Map – Grade 6 Art

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Fiber Arts	45 days	<p>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.</p> <p>1.2.8.A.1. Map historical innovations in visual art that were caused by the creation of new technologies.</p> <p>1.3.8.D.1. Incorporate various art elements and 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).</p> <p>1.3.8.D.2. Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-</p>	<p>How does culture influence the style of artwork?</p> <p>How do artists use various media to create specific artworks?</p> <p>How does a person's needs influence their artistic outlet?</p>	<p>Creativity and innovation thinking are essential life skills that can be developed.</p> <p>Various media are used to create artwork.</p> <p>Artist and designers shape artistic investigation, following or breaking with traditions in pursuit of creative art making goals.</p>	<p>Explore traditional and contemporary fiber arts.</p> <p>Understand how artists can create for needs of self-expression as well as utilitarian.</p> <p>Discuss the characteristics of functional and decorative art.</p> <p>Produce a completed artwork using fibers.</p>	Teacher developed rubric	<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>5.1.8.D.1. Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.</p>

		<p>based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p>1.3.8.D.3. Identify genres of art (including realism, abstract/non-objective art, and conceptual art) within various contexts using appropriate art vocabulary and solve hands on visual problems using a variety of genre styles.</p> <p>1.3.8.D.4. Delineate the thematic content of multicultural art works, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.</p> <p>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.</p> <p>1.3.8.D.6. Synthesize the physical properties, processes, and techniques</p>					<p>5.1.8.D.3. Demonstrate how to safely use tools, instruments, and supplies.</p> <p>5.2.6.B.1. Compare the properties of reactants with the properties of the products when two or more substances are combined and react chemically</p> <p>8.1.A.8.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p>	
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		<p>for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original art works.</p> <p>1.4.8.A.2. Identify works of visual art that are used for utilitarian and non-utilitarian purposes.</p> <p>.</p> <p>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.</p> <p>1.4.8.A.7. Analyze the form, function, craftsmanship, and originality of representative works of visual art.</p> <p>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.</p> <p>1.4.8.B.2. Differentiate among basic formal structures and technical proficiency of artists in works of visual art.</p>						
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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Elements of Art and Principles of Design	45 days	<p>1.1.8.D.1. Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.</p> <p>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.</p> <p>1.3.8.D.1. Incorporate various art elements and 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).</p>	<p>How are the elements of art and principles of design used in specific works of art?</p> <p>Why is it important to use the language of art when discussing art?</p> <p>How do we view our world through the knowledge of art?</p>	<p>Students will use the elements of art and principles of design to communicate ideas.</p> <p>Art has its own language and the command of that language with help to describe and discuss art.</p> <p>Art helps us understand our world through an artist's perspective either utializian or expressive</p>	<p>Identify the elements of art as “building blocks” of art which can be combined or used individually to create an artwork.</p> <p>Recognize that the principles of design relate to the way that the elements of art are “used” and “arranged” within a work of art.</p> <p>Employ specific visual arts vocabulary and terminology when responding to, evaluating, and creating works of art.</p> <p>Observe and critique works of master artists from a wide</p>	<p>Teacher observation of student use of vocabulary during critiques</p> <p>Teacher generated Elements of Art & Principles of Design matching vocabulary quiz (Elements of Art- line, shape, color, texture, value, space & form) (Principles of Design-contrast, balance, movement, pattern, emphasis, rhythm, and unity)</p>	<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>6.2.8.D.3.f. Determine the extent to which religions, mythologies, and other belief</p>	<p>8.1.A.8.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p>

		<p>1.4.8.A.1. Generate observational and emotional responses to diverse culturally and historically specific works of visual art.</p> <p>1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of visual art.</p> <p>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.</p>			<p>range of cultural backgrounds, genres and disciplines.</p> <p>Compare and contrast examples of conventional works of art within diverse cultural context.</p>		<p>systems shaped the values of classical societies.</p> <p>8.1.A.8.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p>	
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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
3D / Relief	45 days	<p>1.1.8.D.1. Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.</p> <p>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.</p> <p>1.2.8.A.2. Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>1.3.8.D.1. Incorporate various art elements and principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional</p>	<p>How does form express and influence meaning?</p> <p>What elements denote the choices of art mediums?</p> <p>How do the elements of art facilitate visual communication?</p>	<p>Through the use of form, students with express and influence the meaning of artwork.</p> <p>Artists will choose a particular medium for their artwork depending on the elements their artwork will be exposed to .</p> <p>Through the elements of art, students will communicate visually.</p>	<p>Explore the medium of sculpture.</p> <p>Develop sculptural design.</p> <p>Apply process of materials and safe use.</p> <p>Complete a finished sculpture.</p>	Teacher developed rubric.	<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>6.2.8.D.3.f. Determine the extent to which religions, mythologies, and</p>	8.1.A.8.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

		<p>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).</p> <p>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.</p> <p>1.3.8.D.3. Identify genres of art (including realism, abstract/non-objective art, and conceptual art) within various contexts using appropriate art vocabulary and solve hands on visual problems using a variety of genre styles.</p> <p>1.3.8.D.4. Delineate the thematic content of multicultural art works, and plan, design, and execute multiple solutions to challenging visual arts problems,</p>					<p>other belief systems shaped the values of classical societies.</p> <p>8.1.A.8.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problem</p>	
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		<p>expressing similar thematic content.</p> <p>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.</p> <p>1.4.8.A.3. Distinguish among artistic styles, trends and movements in visual art within diverse cultures and historical eras.</p> <p>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.</p> <p>1.4.8.A.7. Analyze the form, function, craftsmanship, and originality of representative works of visual art.</p>						
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BIBLIOGRAPHY

No printed materials utilized for Grade 6 Art.

WEBLIIOGRAPHY

Chatham School District Visual Arts Curriculum

<https://www.chatham-nj.org>

National Core Arts Standards

<https://www.nationalartsstandards.org/>

New Jersey Visual Arts Standards

<https://www.state.nj.us/education/aps/cccs/arts/>

ASSOCIATED JOBS LIST BY UNIT

Unit 1 Drawing	Illustrator Cartoonist Curator Fashion designer Graphic designer
Unit 2 Painting	Fine artist Muralist Illustrator
Unit 3 Fiber Arts	Crafter Fine art weaver Fine artist
Unit 4 Elements of Art	Fine artist Illustrator Muralist Sculptor
Unit 5 3D Relief	Sculptor Fine Artist Model Maker Set Design Architect