Title of planned course: Art Grade 6

Subject Area: Art

Grade Level: 6th

Course Description: Through this course students will gain an understanding of the elements and principles of design and apply these through painting, drawing, and sculpture.

Time/Credit for this Course: 6 weeks (30 classes)

Curriculum Writing Committee: Regina Moyer
Curriculum Map

**Week 1**: Design (Elements and Principles)

**Week 2 and 3**: Color and Painting

**Week 4**: Drawing (2-D)

**Week 5 and 6**: Sculpture (3-D)
Course Title: Art Grade 6

Textbook: Art a Global Pursuit

Teacher Resources:
- Textbook
- Art history books
- Art prints
- Worksheets
- Overhead transparencies
- Internet
- VHS/DVD
- Portfolios
- Art museums
- Professional journals
- Artist
- Colleagues
Curriculum Scope & Sequence

**Planned Course:** Art Grade 6

**Unit:** Design (Elements and Principles)

**Time frame:** 5-6 days


**Essential content/objectives:** At the end of the unit, students will be able to:
- Apply the elements (color, shape, line, space, texture, value) and principles (balance, contrast, emphasis, movement, proportion, repetition, harmony) of design to a preliminary sketch in order to create a unique design
- Understand and articulate vocabulary for techniques, materials used, and elements and principles of design
- Demonstrate proper and safe handling of tools and media

**Core Activities:** Students will complete/participate in the following:
- Production of advertisements, book making, and abstract designs

**Extensions:**
- Compare and contrast advertisements from magazines and identify the elements and principles of design
- Extra time with teacher’s guidance
- Home assignments/suggestions
- Sketchbook time
- Web sites recommended by teacher

**Remediation:**
- Individualized help from instructor
- Adaptations specific to students’ needs
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

**Instructional Methods:**
- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion
- Internet
Materials & Resources:
- Textbook
- Art history books
- Art prints
- Worksheets
- Overhead transparencies
- Internet
- VHS/DVD
- Portfolios
- Art supplies

Assessments:
- Teacher observation
- Portfolios (Project)/ presentation
- Critique:
  - Class
  - Teacher
  - Self
- Oral questioning
- Textbook/worksheets
- Teacher-made worksheets
- Rubric
Curriculum Scope & Sequence

Planned Course: Art Grade 6

Unit: Color / Painting

Time frame: 5-6 days


Essential content/objectives: At the end of the unit, students will be able to:
- Use prior color theory knowledge in their paintings
- Design drawings to be altered into painting
- Demonstrate an understanding of spatial relations and use of perspective
- Apprised of various painting styles by viewing posters, slides and computer sites
- Demonstrate an understanding of foreground, middle-ground and background

Core Activities: Students will complete/participate in the following:
- Production of geometric watercolor designs
- Color mixing to create unique color wheels
- Abstract paintings

Extensions:
- Access various museum web sites such as the Whitney Museum or the Museum of Modern Art to view paintings and different styles
- Extra time with teacher’s guidance
- Home assignments/suggestions
- Sketchbook time
- Web sites recommended by teacher

Remediation:
- Individualized help from instructor
- Adaptations specific to students’ needs
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:
- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion
- Internet
Materials & Resources:
- Textbook
- Art history books
- Art prints
- Worksheets
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Assessments:
- Teacher observation
- Portfolios (Project)/ presentation
- Critique:
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  - Self
- Oral questioning
- Textbook/worksheets
- Teacher –made worksheets
- Rubric
Curriculum Scope & Sequence

**Planned Course:** Art Grade 6

**Unit:** Drawing (2-D)

**Time frame:** 5-6 days


**Essential content/objectives:** At the end of the unit, students will be able to:
- Recognize the elements of art and principles of design in composition
- Understand how the picture plane relates to the composition
- Demonstrate care of equipment and supplies properly
- Make a thumbnail sketch or sloppy copies
- Draw with various media: pencil, pen, brush
- Comprehend and articulate vocabulary

**Core Activities:** Students will complete/participate in the following:
- Figure drawing from static models, models in motion, magazine ½ & ½ designs, and still life arrangements
- Pencil, charcoal, and oil pastels will be used to further expand students drawing skills with a variety of media

**Extensions:**
- Research sketching styles of different artist and compare and contrast them
- Extra time with teacher’s guidance
- Home assignments/suggestions
- Sketchbook time
- Web sites recommended by teacher

**Remediation:**
- Individualized help from instructor
- Adaptations specific to students' needs
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

**Instructional Methods:**
- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion
- Internet
**Materials & Resources:**
- Textbook
- Art history books
- Art prints
- Worksheets
- Overhead transparencies
- Internet
- VHS/DVD
- Portfolios
- Art supplies

**Assessments:**
- Teacher observation
- Portfolios (Project)/ presentation
- Critique:
  - Class
  - Teacher
  - Self
- Oral questioning
- Textbook/worksheets
- Teacher – made worksheets
- Rubric
Curriculum Scope & Sequence

Planned Course: Art Grade 6

Unit: Sculpture (3-D)

Time frame: 10-12 days


Essential content/objectives: At the end of the unit, students will be able to:
- Recognize forms as objects with three dimensions
- Design and construct three dimensional forms from various materials: clay, papiermache, paper, wire, and plaster
- Understand the concept of spatial relationships
- Recognize and be able to identify artwork from a number of artists and cultures
- Develop skills in handling the tools and materials of 3-D media
- Comprehend and articulate vocabulary to identify technique and media

Core Activities: Students will complete/participate in the following:
- Create clay projects related to culture or creatures
- Paper sculptures

Extensions:
- Access various museum web sites such as the Whitney Museum or the Museum of Modern Art to view sculptures.
- Extra time with teacher’s guidance
- Home assignments/suggestions
- Sketchbook time
- Web sites recommended by teacher

Remediation:
- Individualized help from instructor
- Adaptations specific to students’ needs
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:
- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion
- Internet
Materials & Resources:

- Textbook
- Art history books
- Art prints
- Worksheets
- Overhead transparencies
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- VHS/DVD
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- Art supplies

Assessments:

- Teacher observation
- Portfolios (Project)/ presentation
- Critique:
  - Class
  - Teacher
  - Self
- Oral questioning
- Textbook/worksheets
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- Rubric