

GRADE 6 ART

Description

All students in sixth grade meet everyday for one full marking period. Students are introduced to a wide variety of skills, media, and processes working 2-Dimensionally and 3-Dimensionally. Throughout the marking period the students will be exposed to observational techniques in which they will learn to see accurately and directly, breaking away from relying on their visual memory.

Course Overview

Course Objectives

Students should:

Essential Questions

- What is Art?
- Where is value observed and created?
- How do we use design in our lives?
- What is 3-Dimensional form?
- How do you draw through observation?

Assessments

Common Assessments

Skill Assessments

Content Outline

- I. [Unit I](#) - Value
- II. [Unit II](#) - Design
- III. [Unit III](#) - 3-Dimensional Form
- IV. [Unit IV](#) - Observational Drawing

Standards

[Connecticut SDE Arts Curriculum Framework](#)

Connecticut State Visual Arts Standards are met in the following areas:

- *Elements and Principles*
- *Media*
- *Analysis, Interpretation and Evaluation*

Grade Level Skills

Students will:

-

Pacing Guide

Marking Period

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Unit 1

[Value](#)

2 weeks

Unit 2

[Design](#)

2 weeks

Unit 3

[3-Dimensional Form](#)

2 weeks

Unit 4

[Observational Drawing](#)

2 weeks

Unit 1 - Value, 2 weeks [top](#)

Standards

Elements and Principles

Students will understand and apply elements and organizational principles of art.

Students will:

- select and use the elements of art and principles of design to improve communication of their ideas.

Unit Objectives

Students will be able to:

- recognize in an artist's work how value is used.
- understand the application of the value scale.

Essential Question

- Where is value observed and created?

Focus Questions

- Why do we use value?
- How can value be applied?
- What is a value scale?

Assessments

- Value Scale
- Value Design using color
- Drawing animals using values
- Still Life using values

Skill Objectives

Students will:

- shade using value.
- apply values to a value scale.
- demonstrate three-dimensionality on a two-dimensional surface.
- use the computer to research reference materials.

Unit 2 – Design, 2 weeks [top](#)

Standards

Media

Students will understand, select and apply media, techniques and processes.

Students will:

- select media, techniques and processes to communicate ideas, reflect on their choices, and analyze what makes them effective.

Unit Objectives

Students will be able to:

- understand how visual texture can create a graphic image.
- recognize how the selection and application of various techniques, using the Elements of Design, can convey a strong compositional arrangement.

Essential Question

- How do we use design in our lives?

Focus Questions

- What is positive and negative space?
- What are the Elements of Design?

Assessments

- Printmaking
- Drawing
- Journals
- Elements of Design poster

Skill Objectives

Students will:

- create a planned graphic image using the Elements of Design.
- execute a design using quality craftsmanship.

Unit 3 – 3-Dimensional Form, 2 weeks [top](#)

Standards

Analysis, Interpretation and Evaluation

Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.

Students will:

- compare and contrast purposes for creating works of art.

Unit Objectives

Students will be able to:

- recognize the difference between a 2-Dimensional and 3-Dimensional form.
- understand where 3-Dimensional forms occur in their environment.

Essential Questions

- What is 3-Dimensional form?

Focus Questions

- What is the difference between shape and form?
- What is the difference between additive and subtractive form building?
- How do you create physical texture?

Assessments

- Clay forms
- Straw sculptures
- Wire sculptures
- Paper sculptures
- Paper Mache sculpture
- Found object construction

Skill Objectives

Students will:

- translate a 2-Dimensional drawing onto a 3-Dimensional form.
- create a form using joining techniques.

Unit 4 – Observational Drawing, 2 weeks [top](#)

Standards

Analysis, Interpretation and Evaluation

Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work

Students will:

- describe/analyze their own growth over time in relation to specific criteria.

Unit Objectives

Students will be able to:

- recognize that a 3-Dimensional form can be translated into a 2-Dimensional rendering.
- visualize how value can be used on a 2-Dimensional surface to define a 3-Dimensional form.
- interpret what happens to form in space.
- recognize that all 3-Dimensional forms are composed of geometric and/or organic/irregular shapes.

Essential Question

- How do you draw through observation?

Focus Questions

- How does line emerge as an image?
- What is fore-ground, middle-ground and background in drawing?
- How do you translate a 3-Dimensional form onto a 2-Dimensional surface?
- How do you use value to create the illusion of a 3-Dimensional form?

Assessments

- Still life drawings/paintings from observation
- Plein Aire drawings/paintings
- Animal drawings
- Linoleum block print drawings
- Sketches for sculptures

Skill Objectives

Students will:

- recognize that a 3-Dimensional form can be translated into a 2-Dimensional rendering.
- visualize how value can be used on a 2-Dimensional surface to define a 3-Dimensional form.
- interpret what happens to form in space.
- recognize that all 3-Dimensional forms are composed of geometric and/or organic/irregular shapes.